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c.2

Own your Zone

Strong, smart and addiction-free.

AADAC

Lesson Plans

Strong, smart and addiction-free.

AADAC

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Before You Start

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Here's what teachers are saying about Own Your Zone...

*"*Own Your Zone *is a very helpful resource that meets a number of the Grade 7 Health Outcomes. This program focuses on providing strategies and information that our youth require to make healthy choices in their lives. The teacher's resource contains a variety of activities that address different learning needs. The interactive nature of the program is something all my students enjoyed."*

"The lessons were structured, easy to follow and curriculum-related."

"This program is an excellent teaching tool. Students enjoyed the fact it wasn't just another program "preaching" about saying "no" to drugs/alcohol. Own Your Zone *gives students the information they need to make their own choices."*

"Lessons are very clearly laid out. Very simple to follow. Goals were clear."

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Before You Start

Why is OYZ a 10-session program?

Own Your Zone was developed in collaboration with Alberta Learning to be a ready-to-go, 10-session unit whose objectives fulfill many of the specific outcomes students are to achieve through the Grade 7 Health and Life Skills, Language Arts, Social Studies and Drama curricula. A detailed comparison of *Own Your Zone* and the specific outcomes for these subject areas are provided for your convenience in Appendix A.

Research shows that effectiveness in substance abuse and gambling prevention requires programs that are:

- strength-based, comprehensive and of sufficient duration
- delivered at a time when it is relevant to students and addresses important life transitions
- designed to teach and give opportunities for practicing life skills, e.g., peer refusal skills
- designed to facilitate student analysis of social influences, e.g., media, peers, and family

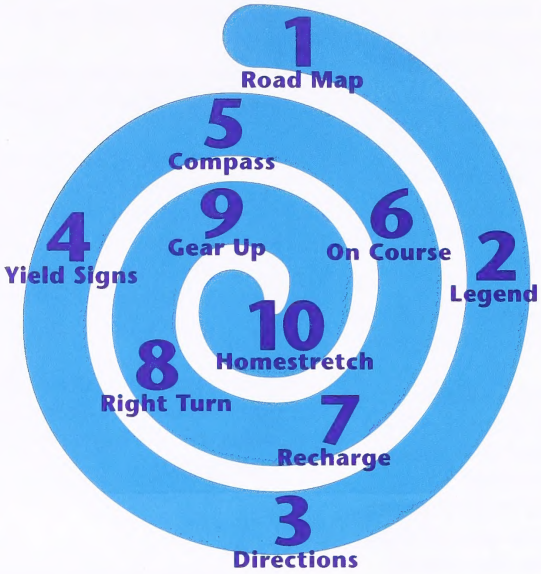
Own Your Zone meets all of these requirements. If time constraints and other factors necessitate adapting the program to meet your classroom needs, see the suggestions for modifications below (under "Program structure").

Goals

This program focuses on helping Alberta's Grade 7 students take responsibility for making healthy lifestyle choices about drugs (alcohol, tobacco, cannabis and others) and gambling. It provides a highly interactive environment for helping students to understand the effects, risks and consequences of unhealthy choices; to develop refusal and other skills required to make healthy choices; and to form their own value-based personal philosophy of abstention from drugs and gambling.

Theme

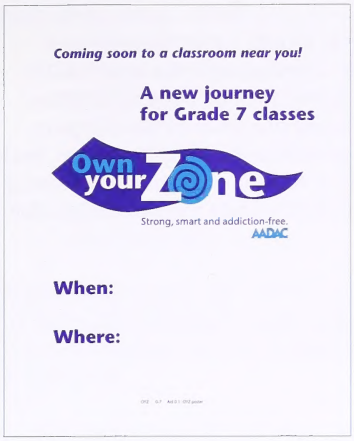
The theme, *Own Your Zone (OYZ),* reflects an aim to empower young people in a way that is richly interactive, creative, relevant and fun. The stylized "O" in *Zone,* which doubles as a fingerprint representing each student's individuality, symbolizes our personal journeys towards making healthy lifestyle choices. That journey begins with information, picks up skills and support, and leads to a commitment to abstain from, or at least defer, use and gambling. For some of us, this journey will be a cyclical spiral, being repeated at different levels during our lives. This journey is reflected over the course of the 10 sessions.



Framework

This program focuses on giving students tools to make healthy lifestyle choices about drugs (including alcohol) and gambling. It's based on four principles:

Interactivity	Students participate actively and make *Own Your Zone* their program
Creativity	Students draw from their own imagination and experience to learn
Relevance	Students discuss and practice skills relevant to situations in their own lives
Fun	Students enjoy learning together in a positive, sharing and fun-filled environment



0.1 Poster advertising program

Program structure

The program can be seen as a journey divided into 10 parts. Sessions 1-2 focus on information, fuelling the development of skills and supports (Sessions 3-8) on the way to the review and celebration concluding the journey (Sessions 9-10). Each session is timed at 45 minutes, but you could easily go longer. These sessions typically:

- warm up with a rapid-fire review of material from the previous session
- focus on interactive lessons combining discussion and practice, incorporating activities such as brainstorming, Q&A and role-plays
- conclude with a "side attraction," a take-away activity which bridges the session with the one to follow, and involves students interacting with supporting parents, caregivers or friends outside the classroom

The sessions themselves break down as follows:

1 **Road Map** (Overview)
2 **Legend** (Basics)
3 **Directions** (Information and misinformation)
4 **Yield Signs** (Risk)
5 **Compass** (WHOA! model of decision-making)
6 **On Course** (Refusal skills)
7 **Recharge** (Stress management)
8 **Right Turn** (Friends and support systems)
9 **Gear Up** (Consolidation and commitment)
10 **Homestretch** (Celebration)

If you have more class time available than the 10 sessions, sessions 2 and 5 lend themselves to an extended or double class period. Both sessions contain role-plays and discussions of interest to Grade 7 students. If you have less class time than required for 10 sessions, here are some suggestions:

- Reverse sessions 7 and 8 and then combine 7 and 9 (teach session 8 and then 7 and 9 together)
- To shorten 7 and 9, omit the guest speaker in 7.1, shorten 7.3 and 7.4, and omit 7.5. In session 9, 9.2 can be shortened
- If you need to omit two sessions, sessions 9 and 10 could be omitted.

Program materials

This binder includes lesson plans for the 10 sessions, each made up of about five sections. You will find references to supplementary resources such as the AADAC web sites at *www.aadac.com, www.aadac4kids.com* and *www.zoot2.com* and to AADAC publications (*Quick Facts About Alcohol and Other Drugs, and Problem Gambling* is enclosed with this resource package). There are suggestions for involving community resources such as police, guidance counsellors and peer role models where and as you see fit. Presentation aids such as masters for overheads and handouts are provided at the end of the lesson plan for each session. A PowerPoint presentation for Session 1 is available for downloading at *www.aadac.com*.

Advance preparation
After reviewing this binder, your first step should be to research your specific audience. Before the first session, consult with the local AADAC office or the school principal, teachers, guidance counsellor and school council (the parent advisory group). Discuss the focus of the program, and try to determine the extent and type of use of alcohol or drugs, and gambling, by students and adults in the community. This will give you a context to deliver the sessions, and to make them as relevant as possible to your audience.

If appropriate, consider advertising the session in the school and other appropriate locations (e.g. community hall, movie theatre, mall) with an ***OYZ Poster.*** A sample ad is enclosed on page 0-7 at the end of this section (*Aid 0.1*).

Teaching strategies

Classroom environment
An open, inviting and informal classroom environment based on respect for self and others is especially important when approaching the content of this unit. Students may find some of these topics sensitive, and they need to feel free to ask questions and express opinions and feelings openly without the fear of being judged.

Approach
The focus of *Own Your Zone* is to help students take responsibility for making healthy lifestyle choices. Concentrating on accurate information and decision-making, while avoiding moralizing, glamorizing and personal advice, will encourage students to take responsibility for their own choices.

Evaluation
There are many evaluation opportunities in *Own Your Zone* ranging from participation and homework marks to the TV ad presentation project and a unit test (see sample test in Appendix B).

Tips for Teachers

The problems
When you teach or work with teenagers, you sometimes become aware of the problems that affect their lives. In a context where the use of alcohol, other drugs or gambling is being discussed, students may ask for help, or say things that reveal either trouble at home or personal experiences. The following suggestions will allow you to be more comfortable and constructive in your responses.

Teenagers with drug dependent parents – These students live with adults who abuse alcohol, medications, illegal drugs or gambling. The prevalence of this type of problem is likely to produce one or more such children in a class. Living in a home with an addicted parent can lead to a variety of emotional and behavioural concerns.

Early drug users – While norms may vary from community to community it is not unusual for teens to have some interest in or experience with alcohol or tobacco or, less frequently, with medications, solvents, illegal drugs or gambling. While even one incident may pose a risk, any ongoing pattern of use warrants concern. Cigarettes are clearly addictive, and early use frequently leads to years of dependence. Repeated non-medical use of any type of drug, including alcohol, by this age group suggests a need for intervention.

How to help

The following suggestions may help you deal with your students' concerns about their own or their parents' use of alcohol, other drugs or gambling.

- If a student begins to relate in the group a personal or family experience which could later prove embarrassing or sensitive, be prepared to bring the conversation back to a more general context. Follow up individually.
- Show the student that you are willing to listen in an attentive and supportive way.
- Try to be open and non-judgmental about what he or she is saying.
- Motivate the student to accept help. The student needs to hear statements such as:
  - "I will help you," or "I will help you get help."
  - "I believe in you."
  - "You cannot solve your parent's problem, that is not your job."
  - "Thank you for telling me. I know it must be hard for you."

  Wherever possible, accompany the student to further assistance.
- Know your limitations. Get assistance from appropriate sources. It is not your responsibility to assess and treat addiction-related problems, but you can support these students by referring them.
- Make yourself available to the students. Let them know you are there to listen and help, even if they are getting help from someone else.

Possible resources

School counselors and psychologists.
AADAC offices.

Who to Call

1-866-33AADAC
This 24-hour HelpLine is available 7 days a week. The toll-free number provides information and referral services.

www.aadac.com
visit our Website for more information on AADAC programs and services.

LETTER TO PARENTS

Dear Parents/ Guardians:
Our class will be using *Own Your Zone*, an AADAC resource which discusses the use and abuse of alcohol, other drugs, and gambling. *Own Your Zone* is the result of school, parent and community involvement on health issues that are a concern to all of us.

The program takes a preventive approach to the topics of alcohol, tobacco, marijuana, general drug use, and gambling. If you have any questions or would like more information about the program, please contact me at_____.

Sincerely,

_____
Classroom Teacher

Enclosures
0.1 ***Poster advertising program***

Coming soon to a classroom near you!

A new journey for Grade 7 classes

Strong, smart and addiction-free.

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When:

Where:

1

Road Map

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20

1

Road Map
(Overview)

Special preparation
Before the first session, you should have consulted with the local AADAC office and/or the school principal, teachers, guidance counsellor and school council (the parent advisory group) to make them aware of the focus of this program. Also, it is essential for you to try to determine the extent and type of use of drugs (including alcohol) and gambling by students and adults in the community. This will give you a context to deliver the sessions, and to make them as relevant as possible to your audience.

Goals of session
- Become comfortable with the instructor and program content.
- Establish interactive, creative, relevant and fun focus of experiential learning activities.
- Build a positive, creative learning environment stressing the value of student contributions.
- Introduce the idea of a brief, cool sharing activity to take home each day, and to bridge the day's session with the next one ("side attractions").

Content and time
1.1 Starting out: Participatory icebreaker (15 min.)
1.2 Itinerary: Overview of sessions and activities (10 min.)
1.3 Driver's manual: Meaning of drugs and gambling (5 min.)
1.4 Specifications: Facts on use and gambling (15 min.)
1.5 Side attractions

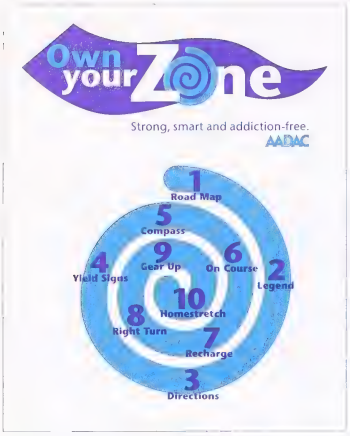
Presentation aids
1.1 ***OYZ Envelope*** *(optional; design may be photcopied onto envelope)*
1.2a ***OYZ Intro*** *(overheads or PowerPoint presentation)*
1.2b ***OYZ Itinerary*** *(handout)*

Supplementary resources
- www.aadac.com
- www.aadac4kids.com
- www.zoot2.com
- AADAC, *Quick Facts About Alcohol and Other Drugs, and Problem Gambling* (9th ed. 2001)

Lesson plan

1.1 Starting out: Participatory icebreaker (15 min.)

To encourage the highly interactive nature of this program, you might wish to highlight why you think it's important to spend time working through these ten high-energy sessions. For example: "These sessions will give you some tools to help you *Own Your Zone*, and to stay addiction-free on your way to meeting your goals in life, whatever they may be."



1.1 ***OYZ Envelope***

Then share something about yourself, such as who is one of your heroes and why. (This might be someone who has set goals and overcome notable obstacles to achieve them.) Indicate that by *hero,* you mean someone whose actions have set an example for you to look up to in your own life.

After that, announce that you'll ask each student for one of their heroes, and why. Brainstorm a quick list of well-known heroes as well as some everyday heroes like "mom," "brother," "uncle," etc.

With the class remaining in their seats, explain the Balloon Bounce activity. Using an AADAC balloon provided in this resource package, have a student bounce the balloon to one of the other students. That student can choose to deflect the balloon to another student, but only one "bounce" is allowed. The student then catching the balloon quickly calls out a hero and then bounces the balloon to another student and so on. Allow students to say "pass" if they can't think of a hero. This keeps the activity moving.

After calling "time" for the end of the Balloon Bounce, have students share their personal heroes. If you sense that they may hesitate to talk about their personal heroes in class, circulate the ***OYZ Envelope*** *(Aid 1.1)* and ask them to deposit their answers there.

Choose from some of the heroes mentioned and discuss the choices those heroes would have had to make to reach their goals. These should include making healthy lifestyle choices and refusing alternatives that could lead to unhealthy situations or even addictions. Suggest that the heroes' achievements were likely helped by a personal philosophy of non-use.

1.2a ***OYZ Intro***

1.2 Itinerary: Overview of sessions and activities (10 min.)

Using overhead masters provided as the ***OYZ Intro*** *(Aid 1.2a)* or the PowerPoint presentation that can be downloaded at www.aadac.com, explain the goals and philosophy of this program. The following notes summarize that content:

> *Theme of program*
> The theme, *Own Your Zone* (or "*OYZ*"), is about kids taking charge of themselves and their lives. The stylized "O," which doubles as a fingerprint representing each student's individuality, symbolizes their personal journey towards making healthy lifestyle choices.

OYZ Itinerary

1 Road Map

2 Legend

3 Directions

4 Field Signs

5 Compass

6 On Course

7 Recharge

8 Right Turn

9 Gear Up

10 Homestretch (Celebration)

Follow-up Party

AADAC

1.2b ***OYZ Itinerary***

Itinerary

The goals of *Own Your Zone* are to give students these skills:

Session	Goal
1-2	Understand basic facts about alcohol, drugs, gambling and addictions
3	Assess drug and gambling information, and separate truth from misleading messages
4	Appreciate risks to major life areas, and anticipate and avoid risky situations
5	Show improved coping skills: Use the "WHOA!" model of decision-making
6	Sharpen refusal skills (Find ways to say "no")
7	Practice stress management skills
8	Improve skills for evaluating friendships and building support system
1,5, 9,10	Develop personal philosophy for healthy lifestyle choices

Structure

The journey is divided into 10 sessions. Each takes 45 minutes, typically made up of three parts:

1) Warm-up, rapid-fire review of material from the previous session.
2) Discussions, role-plays and games combining content and practice, perhaps including special guest stars.
3) Side attractions: brief, fun take-away activities in which students interact with caregivers or friends.

After highlighting these features of *Own Your Zone,* the overheads or presentation will display the *OYZ* logo. Ask the students what this title means to them. Discuss their responses, which should include defining your own space, taking charge of your own life, and making your own decisions.

Caution them that some of the topics you discuss may touch them in a very personal way, and if that happens, you have AADAC information and contact numbers to help them. You may hand out AADAC contact information at this point and inform the students that all AADAC services are confidential.

Hand everyone their own ***OYZ Itinerary*** *(Aid 1.2b),* which outlines the 10 sessions and the side attractions.

1.3 Driver's manual: Meaning of drugs and gambling (5 min.)

Lead the class in discussion to determine what we mean by "drugs" and "gambling." Note their responses on the blackboard and try to synthesize them into working definitions. These should incorporate something like the following:

> *Drug*
> A drug is any substance taken into the body which changes the way the body or mind works. Three basic categories of drugs are:
>
> 1) Legally available drugs (alcohol, tobacco, caffeine, solvents). *[Note: Only discuss solvents if raised by the students.]*
> 2) Medicines (e.g., antibiotics, sleeping pills, pain relievers, steroids).
> 3) Illegal ("street") drugs (e.g., marijuana, cocaine, heroin, hallucinogens).
>
> *Gambling*
> Gambling is risking something of value on an activity with an uncertain outcome and a result that can't be changed.

1.4 Specifications: Facts on use and gambling (10 min.)

Ask the students whether they feel that people start using alcohol or other drugs, or gambling, thinking they are going to have a problem, and have them discuss it. Note that no one ever starts using drugs or gambling believing it's going to become a problem; it just happens. Explain that it's important to talk about these things to gain a better understanding of their effect on people's lives and goals, and to practice skills and strategies to help each one of us own our zone, and avoid dead ends.

Continuing from the ***OYZ Intro*** (recall *Aid 1.2a*), lead a brief, free-for-all, true-or-false quiz on key facts around drugs and gambling **in Alberta**. Wherever possible, incorporate the results of your research on the situation at the school and in the local community. This should be done with care, in a calm, matter-of-fact way, emphasizing that most young people don't drink, smoke or gamble. Invite students to call out answers at random, then provide the answer either verbally if using overheads, or by clicking if using the computer.

The questions and answers are as follows:

TRUE OR FALSE

1. 22% of Albertans aged 12-19 do not drink any alcohol. (FALSE: it was double that, or 47%, in 2000/01 Canadian Community Health Survey, Statistics Canada)

2. Almost 3 out of every 4 Albertans aged 12+ are non-smokers. (TRUE: 2000/01 Canadian Community Health Survey, Statistics Canada)

3. Approximately 85% of smokers start before their 16th birthday (TRUE: Health Canada, http://www.hc-sc.gc.ca/ hppb/regions/ab-nwt/program/ e_tobacco.html#_Toc444059817)

4. Tobacco causes 5% of all deaths in Canada. (FALSE: it's more than triple that, 16%, almost 35,000 people in 1995: QF, p. 31).

5. In 2000, more than 8,000 Albertans had their driver's licence suspended as a result of drinking while driving. (TRUE: Alberta's drinking and driving rates are higher than the national average: QF, pp. 14-15)

6. About 85% of Albertans aged 12-17 don't use cannabis. (TRUE: QF, p. 28)

7. About one-third of Albertans aged 12-19 are daily tobacco users. (FALSE: it was less than half of that. Source: 2000/01 Canadian Community Health Survey, Statistics Canada)

8. More than 3 out of every 4 Albertans aged 12-17 have no gambling-related problems. (TRUE: QF, p. 48)

Note: "QF" refers to AADAC, *Quick Facts About Alcohol and Other Drugs, and Problem Gambling* (9th ed. 2001)

Refer generally to the following supplementary resources, noted on their *OYZ* Itinerary, which contain material that will provide background for the *OYZ* journey:

- www.aadac.com
- www.aadac4kids.com
- www.zoot2.com

More specific references will be noted throughout this binder.

1.5 Side attractions

Ask students to consider situations in the lives of someone their age in which the chance to use drugs or gamble could come up. Ask them to record their answers, which will be discussed in Session **2**.

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A new journey begins . . .

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Four Guideposts

- *Interactive*
- *Creative*
- *Relevant*
- *Fun*

What will we need?

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Itinerary #1

Road Map

Get the big picture

Itinerary #2

Legend

Understand basics

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Itinerary #3

Directions

Separate truth from fiction

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Itinerary #4

Yield Signs

Be aware of risks and avoid risky situations

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Itinerary #5

Compass

Work with a decision-making model ("WHOA"!)

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Itinerary #6

On Course

Find usefuls ways to say "no"

Itinerary #7

Recharge

Practice stress management skills

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Itinerary #8

Right Turn

Evaluate friendships and build support systems

Itinerary #9

Gear Up

Look at where we've been and gear up for our destination

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Itinerary #10

Homestretch

Celebrate your commitment to your goals, our work together and the road ahead

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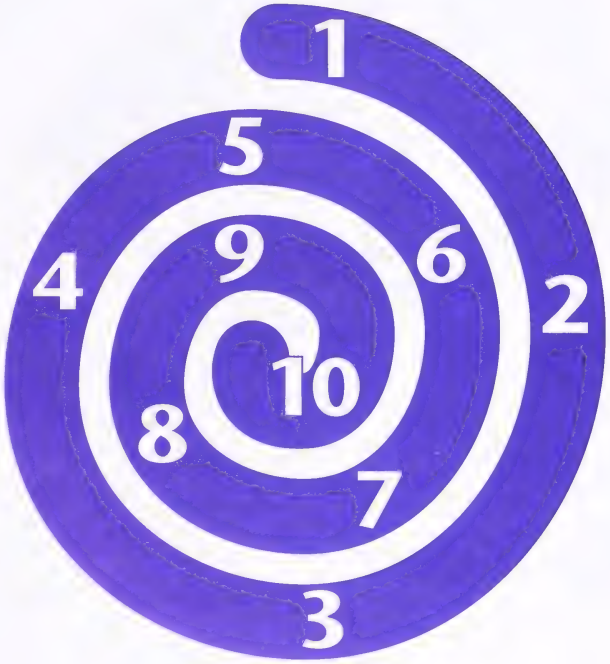

Follow-up Party

Plan your own bash to celebrate your continuing journey

What does this mean to you?

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Did you know . . .

True or False?

1. **22% of Albertans aged 12-17 do not drink any alcohol.**

False

22% of Albertans aged 12-17 do not drink any alcohol.

It was double that, or 47%, in 2000/01.

True or False?

2. Almost 3 out of every 4 Albertans aged 12+ are non-smokers.

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True

Almost 3 out of every 4 Albertans aged 12+ are non-smokers.

True or False?

3. **Most smokers start at age 13 and average a pack a day.**

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True

Most smokers start at age 13 and average a pack a day.

True or False?

4. Tobacco causes 5% of all deaths in Canada.

False

Tobacco causes 5% of all deaths in Canada.

It's more than triple that (16%) – almost 35,000 people in 1995.

True or False?

5. In 2000, more than 8,000 Albertans had their licenses suspended as a result of drinking while driving.

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True

In 2000, more than 8,000 Albertans had their licenses suspended as a result of drinking while driving.

True or False?

6. About 85% of Albertans aged 12-17 don't use cannabis.

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True

About 85% of Albertans aged 12-17 don't use cannabis.

True or False?

7. About one-third of Albertans aged 12-17 are daily tobacco users.

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False

About 85% of Albertans aged 12-17 don't use cannabis.

It was half that, or 13%, in 12000/01.

True or False?

8. More than 3 out of every 4 Albertans aged 12-17 have no gambling-related problems.

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True

More than 3 out of every 4 Albertans aged 12-17 have no gambling-related problems.

And now . . .
let's get started!

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OYZ Itinerary

1 Road Map
We look at the big picture and trace the journey to *Own Your Zone.*
Side attraction: Prepare a list of situations where you could get sidetracked

2 Legend
We get some basic facts on alcohol, drugs, gambling and addictions.
Side attraction: Blast through multiple-choice quiz and bring in media ads

3 Directions
We read the signs we get from the media and separate what's true from what's not. *Side attraction: List personal media strategies and, for Session 5, choose your team TV ad topic*

4 Yield Signs
We watch out for the risks that drugs and gambling present to our major life areas, and practice skills to avoid risky situations.
Side attraction: List personal goals and choose your TV ad topic

5 Compass
We direct ourselves to the WHOA! model of decision-making.
Side attraction: Complete "Who Am I?," consider "My Commitment" and work on your TV ad

6 On Course
This one's a biggie: we look at ways to say "no" so we can stay on track with our goals. *Side attraction: Expand your Refusal Strategy Toolkit and work on your TV ad*

7 Recharge
We energize with some stress-busters and look at ways to chill out over the long haul. *Side attraction: List your stress-busters, work on your TV ad and bring in your Refusal Strategy Toolkit*

8 Right Turn
We take stock of our friends and support systems, the people and the qualities that keep us going. *Side attraction: Revisit, complete and bring in "My Commitment," and work on your TV ad*

9 Gear Up
We look back at where we've been, then gear up for our destination – and celebration. *Side attraction: Revisit your* OYZ *material and do your final prep for the big show*

10 Homestretch (Celebration)
We celebrate our commitment to our goals, our work together and the addiction-free road ahead.

Follow-up Party
You plan your own bash to celebrate your continuing journey!

Extra fuel
www.zoot2.com
www.aadac4kids.com
www.aadac.com

2

Legend

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20

2

Legend
(The Basics)

Special preparation
Before this session select students to perform the pre-scripted role-plays, ***Interviews with Vampires*** *(Aid 2.1)*. Encourage and facilitate rehearsal of these interviews prior to this session. The students will perform better and the class will both enjoy and remember the basic facts presented about alcohol, tobacco, marijuana and gambling.

Goals of session
- Establish a basic understanding of substances and gambling.
- Identify common real-life situations in which use and gambling can occur.
- Introduce concept of positive and negative peer influence.
- Consider, and start developing day by day, a personal commitment to abstention.

Content and time
2.1 Control buttons: Effects of drugs and gambling (20 min.)
2.2 Sharp curves: Situations in which use and gambling can occur (5 min.)
2.3 Strong winds: Positive and negative peer influence (20 min.)
2.4 Side attractions

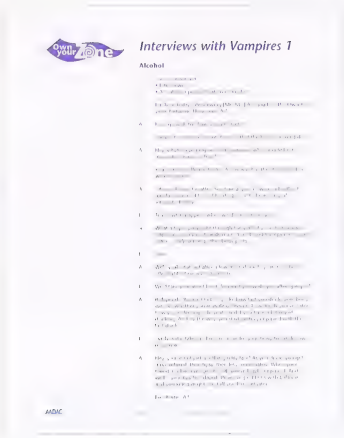
Presentation aids
2.1 ***Interviews with Vampires*** *(four scripts for students)*
2.2 ***Possible Risky Turns*** *(poster)*
2.3 ***OYZ Risk Role-Playing Cards*** *(role-playing game)*
2.4 ***Directions*** *(multiple choice quiz)*

Supplementary research resources
- AADAC, *Quick Facts About Alcohol and Other Drugs, and Problem Gambling* (9th ed. 2001)
- www.aadac.com
- www.aadac4kids.com
- www.zoot2.com
- Alberta Tobacco Reduction Alliance: http://www.atra.ab.ca
- Alberta Health and Wellness: http://www.health.gov.ab.ca/public/document/tobacco/tobayou.htm
- Health Canada: http://www.quit4life.com/html/splash.html

Lesson plan

2.1 Control buttons: Effects of drugs and gambling (20 min.)

Welcome everyone to the second leg of our journey. Remind them that you'll be getting to their take-away activity from last time (list of situations) later on in the session.


Interviews with Vampires 1

Alcohol

2.1 *Interviews with Vampires*

Invite or enlist students to participate in pre-scripted role-plays, ***Interviews with Vampires***, *(Aid 2.1)*, to be performed in front of the class. Each of these three-minute episodes requires a pair of students, one playing a TV reporter and the other playing a personification of (1) alcohol, (2) tobacco, (3) cannabis or (4) gambling. Because of time constraints, you should consider choosing less than all of these topics, omitting the one(s) least relevant to the school or community.

Pay special attention to your casting for the first role-play, as it's important to involve energetic students to set the tone for others to follow.

These episodes will highlight the properties and effects of each of the topics, the major points of which draw from the points listed below. If time permits, you may wish to summarize (or have audience members do so) the most important points rising out of each interview, which are as follows:

Alcohol

- A drink made by fermenting or distilling grains and fruit.
- A glass of wine, a bottle of regular beer and 43 ml (1.5 oz.) of hard liquor have the same amount of alcohol.
- When you drink alcohol, it passes directly through the wall of your stomach and intestines into the bloodstream; your blood quickly takes the alcohol to your brain and other body parts.
- How alcohol affects you depends on things like how fast you drink, your size, whether you are male or female, how much you have eaten, how you are feeling and if you have a history of drinking.
- Your body always needs time to break alcohol down.
- Some studies show moderate, low-risk use of red wine can help prevent some types of heart disease, but doctors recommend achieving the same effect through less risky methods like more exercise, better nutrition and not smoking.
- Hangover symptoms include headache, nausea, vomiting, thirst and shaking.
- Impairment begins with the first drink and does not wait for the legal impairment level.
- Long-term effects of alcohol abuse include damage to the stomach lining leading to vomiting, diarrhea, pain and bleeding; severe liver damage; serious depression; blackouts; brain damage; raised blood pressure and increased risk of stroke; impotence, lost body hair and reduced testicle size in men, and menstrual irregularities and infertility in women.
- Addiction and damage to the body can occur in months for adolescents, rather than the years it can take for adults to get addicted.
- If pregnant women drink, the alcohol crosses the placenta housing her fetus, potentially damaging a developing baby's body and brain. In some cases, a baby may be born with fetal alcohol syndrome, a disability affecting how the child looks, thinks, acts and learns for the rest of its life.

Tobacco

- Cigarette smoke contains over 4,000 different chemicals, 50 of which produce cancer.
- Carbon monoxide absorbed from smoking a single cigarette stays in the bloodstream for up to six hours, forcing the lungs to work harder trying to supply the body with enough oxygen.
- Nicotine, one of the main ingredients, is a stimulant, raising heartbeat and blood pressure; its addictiveness is a major reason why it's so tough to quit smoking.
- Tar (the solid particles from smoke), interferes with the normal exchange of oxygen and carbon dioxide in the lungs; contributes to shortness of breath; and increases the risk of lung cancer.
- Smokeless tobacco products have nicotine and carcinogens; they can cause oral cancer and other diseases of the mouth, teeth and gums.
- New users can experience coughing, dizziness and a dry, irritated throat.
- Short-term effects are feelings of stimulation and relaxation.
- Long-term effects include heart disease, strokes, emphysema, chronic bronchitis, aneurysms, cancers of the lung, throat, stomach, bladder, kidney and pancreas (causes 30% of all cancers and 85% of lung cancers).
- Exposure to second-hand tobacco smoke increases non-smokers' risk of lung cancer and heart disease (kills 300 Canadians each year).
- Children whose parents smoke are more likely to get bronchitis, pneumonia, ear infections and asthma attacks.
- Teens who start smoking tend to become more dependent than people who start smoking after age 20.

Cannabis

- Cannabis (marijuana, hashish and hashish oil) comes from a plant, and is a mind-altering drug, changing moods, perceptions and sensations.
- Marijuana smoke contains many of the irritants in tobacco smoke.
- Use impairs mental functioning, short-term memory and learning ability.
- Decreased motivation can lower performance at school and other areas.
- Use impairs physical coordination and performance of complex visual tasks like driving a car; it makes you clumsier and slow to react.
- Use increases heart rate and induces feelings from well-being and exhilaration to anxiety and fear, and panic and disorientation.
- Heavy use creates physical and psychological dependency.
- Long-term use damages lungs, contributes to respiratory diseases and can cause lung cancer.
- Heavy users can become mentally and physically dependent on, or addicted to, how it makes them feel.
- Possession, production and trafficking of cannabis are criminal offences punishable by fines and jail terms.

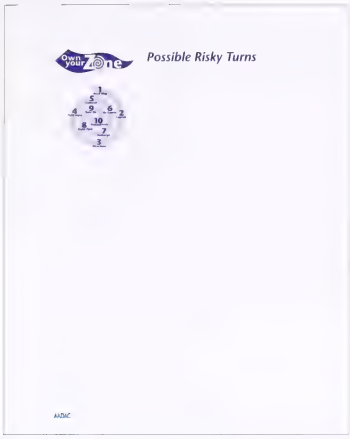
- Cannabis can be taken to decrease nausea caused by anti-cancer drugs, and to increase appetite in people with AIDS (a few people have been granted permission to use by Health Canada).

Gambling

- Gambling isn't just bingo, casinos, VLTs or racetracks.
- Gambling includes playing cards or video games for money, buying raffle tickets, betting on a game of pool or the outcome of a sports event.
- It's just fun for most, but a problem for some when it affects their personal, family or school life.
- Problem gamblers can experience reduced initiative, lower feelings of self-worth, depression, outbursts of rage, feelings of being out of control; stress; neglected responsibilities; and isolation from family and friends.
- Signs of problem gambling include spending more time and money gambling than intended; going back to try to win back losses; feeling badly about what happens; exaggerating success; hiding signs of gambling; and mounting debts.
- The risk of developing a gambling problem increases if a person starts young or if gambling is frequent among family or friends.
- Problem gambling is higher among adolescents than among adults in Alberta (8% vs. 5%).
- In Alberta, there are 5,965 VLTs in 1,266 locations, 1,266 ticket lottery terminals, 4,352 slot machines, 16 charitable casinos, and 2 racing entertainment centres.
- 95% of adult Albertans do not experience problems related to gambling (90% among Aboriginal Albertans).
- 77% of Albertans 12-17 have no gambling-related problems, but 15% are at risk for developing such problems.

1995 survey of Albertans 12-17

- 45% did not drink alcohol at least once in preceding 12 months, and 93% did not drink frequently.
- 70% did not use tobacco at least once in preceding 12 months, and 83% were not daily tobacco users.
- 84% reported not using cannabis, and 96% did not use cannabis one or more times per week.
- 85% reported no problems with family or friends due to alcohol or drug use.
- 95% had not operated a motor vehicle when drunk or high.
- 96% had not been in trouble with the police because of their substance use.
- 6% reported ever wanting help to stop drinking or using drugs and only 3% sought help.



2.2 Possible Risky Turns

2.2 Sharp curves: Situations in which use and gambling can occur (5 min.)

Refer the students to the list of situations they were asked to compile as a side attraction at the end of Session **1** (see Section 1.5). Lead a rapid-fire group review of situations in which there may be a risk of using drugs or gambling. Possible situations could include some of the following:

- schoolyard after school
- gym locker room
- home while parents out
- a friend's house
- video arcades
- the mall

Write the students' responses on the ***Possible Risky Turns*** *(Aid 2.2)* poster for later reference. Tell the class you will return to this list later in the *OYZ* journey. Keep the poster until then, or post it in the classroom.

2.3 OYZ Risk Role-Playing Cards

2.3 Strong winds: Positive and negative peer influence (20 min.)

Define the notion of a "peer" as a person of equal standing with another, especially in age, grade or status. Briefly introduce the notions that people can be influenced by their peers, and that these influences can be subtle or strong, and both positive and negative. Examples of such influences are:

Influence

Positive

- A friend who always helps others
- A classmate who overcomes a disability
- A teammate who sets a provincial athletic record
- A friend who's kind to their kid sister
- A classmate who dresses "cool"
- An opposing team member who practices regularly

Negative

- A friend who gets you in trouble
- A classmate who harasses you so much, you take it out on others
- A friend who always shows up late
- A classmate who slacks off on schoolwork

Select five students to perform for the whole class the prompted role-play "Party," and hand out a set of the ***OYZ Risk Role-Playing Cards*** *(Aid 2.3)* to these students. Review the situation and the roles for "Party," summarized as follows:

Party
Chris (Grade 7 student, slightly inclined to drink, more inclined towards Lee)
Riley (Chris' best friend, shy, sworn off drinking)
Kelly (host of unchaperoned party)
Leslie (party animal, eager to please group with beer)
Lee (Chris' gorgeous classmate, seems to go along with group, eyes Chris' reaction)

After the students perform the role-play, discuss how the positive and negative peer influence affected the situation just performed. What could have happened to change that peer influence?

Break the class into groups of four, and invite them to perform (within their own group) the prompted role-play "Community hall rink." Hand out a set of the ***OYZ Risk Role-Playing Cards*** *(Aid 2.3)* to each group. Give them a brief summary as follows:

Community hall rink
Sam (Grade 7 student, ambivalent about use, eager to fit in with older crowd)
Pat (Grade 9 student, hanging with two buddies, goading Sam into having a smoke)
Bill/Jill (aggressive and taunting toward Sam)
Ben/Jen (asthmatic, potentially sympathetic to Sam)

Explain the five rules of *OYZ* role-plays:

1) Be respectful of your fellow actors.
2) Take a couple of minutes to study the character on the role-play card you receive.
3) Stay in character throughout the role-play, whether or not you would act that way in real life.
4) No pushing, shoving or unwanted physical contact, please.
5) Everybody freezes when the director (you) calls for quiet on the set.

Invite each group to feel free to ad lib. Turn the groups loose to play the assigned roles for 5-10 minutes, then invite each group, through the characters, to share both the situation and the result of their role-play with the class. Note any common themes as they relate to the workings of peer pressure and behaviours which accept or reject it. Questions you may wish to address include:

1) How did you feel in your situation?
2) Did you feel like you were controlling or being controlled?
3) Did you feel that others were controlling or being controlled?
4) Who were the positive influences, and why?
5) Who were the negative influences, and why?
6) Did the situation turn out the way you wanted it to? Why or why not?
7) How could you have behaved for the situation to turn out better?

2.4 Side attractions

Hand out the brief multiple-choice test of drug/gambling truths and myths, ***Directions*** *(Aid 2.4)*. Invite the students to take the test with a family member or friend, and to bring their completed sheet to the next session.

Also, as a second assignment, ask them to bring or note examples of media ads promoting or warning against drugs or gambling. They should come prepared to talk about these in the next part of our journey.

Directions

2.4 ***Directions***

Interviews with Vampires 1

Alcohol

Cast of characters
- Interviewer
- Al Cahall, a personification of alcohol

I: I'm here today interviewing [Mr./Ms.] Al Cahall for the Own Your Zone Network. How goes, Al?

A: I just go with the flow. *(laughs)* Get it?

I: *(frowns to audience, shakes head)* Is that the best you could do?

A: Hey, what do you expect from someone who's made from fermented grains or fruit?

I: You come in different forms, Al. So which is the strongest: beer, wine or liquor?

A: *(shrugs)* Doesn't matter. You take a glass of wine, a bottle of regular beer, or 43 ml of hard liquor. I'm there in equal amounts, honey.

I: Tell us what happens when we drink some of you.

A: What a trip! I pass right through the wall of your stomach and intestines, into your bloodstream. Your blood sweeps me to your brain... *(slyly)* among other body parts.

I: I see.

A: Well, yeah. But not after a few more drinks! *(grins at audience; offended that no one's laughing)*

I: We'll take your word for it. So exactly how do you affect people?

A: It depends, Bucko. On things like how fast you drink, your body weight, whether you're male or female, how much you've eaten, how you're feeling. Oh, yeah, and if you have a history of drinking. And by the way, you start getting impaired with the first drink.

I: I've heard it takes an hour or more for your body to break down one drink.

A: Hey, you're not just another pretty face! As you drink, you get more relaxed, then tipsy, then less coordinated. When your blood alcohol level gets to .08, you're legally impaired. And, well... you may feel dazed, there are problems with balance... and you kinda might do stuff you'll regret later.

I: For shame, Al!

A: Hey, you think I ask people to abuse me? Did you know some studies show that the moderate, low-risk use of red wine can help prevent some types of heart disease in adults?

I: That's great, Al. But don't doctors recommend getting the same result in less risky ways like more exercise, better nutrition and not smoking?

A: Smarty-pants.

I: So what about the symptoms of going overboard? Tell us about hangovers.

A: Ouch. Well, if you push me too hard, you'll get stuff like headaches, nausea, vomiting, thirst and the shakes. But of course, that goes away. *(pause)* After awhile.

I: What about the long-term effects of alcohol abuse?

A: Double-ouch, Cookie. We're talking stuff like mucking with your stomach lining, diarrhea, pain and bleeding; ***major*** liver damage; serious depression; blackouts; brain damage; raised blood pressure, increased risk of stroke –

I: Um, we get the point, Al...

A: I'm not finished. If you're a guy, there's *(loud whisper)* impotence, lost body hair and reduced testicle size. And if you're a gal, you get *(loud whisper)* menstrual irregularities and infertility. *(shudders)* Eeewww, yuck!

Q: Is it true that kids our age become addicted and experience physical harm much quicker than adults?

A: *(shrugs)* Yeah. It can take only months instead of years, like it can for adults.

I: What about girls drinking you when they're pregnant?

A: I wouldn't recommend it, Sweetie. See, I cross the placenta, where the fetus hangs out until birth time and all that. I don't mean to, of course, but I can do a lot of harm to a developing baby's body and brain. Ever hear of fetal alcohol syndrome?

I: I do the Qs here, Al. Why don't ***you*** tell us?

A: It's a disability affecting how the baby looks, thinks, acts and learns – for the rest of its life.

I: Harsh.

A: You should see what happens to people who like to drink me, and then go for car rides. Like the almost one out of every four Alberta drivers killed in collisions in 1999. I hate to say this, but I also had a hand in one out of every three reported incidents of family violence that year.

I: *(shakes head)* I guess you're pretty popular in this province.

A: Hey! Three-quarters of adult Canadians drink responsibly. Can I help it if some people lose control? I've got rights, too, you know.

I: There's a sobering thought.

A: Hey! ***You*** do the questions. ***I*** do the jokes!

I: Sorry, Al. Thanks for being with us today. Ladies and gentlemen, [Mr./Ms.] Al Cahall. *(lead applause)*

Interviews with Vampires 2

Tobacco

Cast of characters
- Interviewer
- T. Leaf, a personification of tobacco

I: Here we are with [Mr./Ms.] T. Leaf. How's it with you, T?

T: Ssssssmokin'. Ha-ha. I kill me!

I: And a few others, too, I guess.

T: Watch it. I've got lawyers, you know.

I: So tell us a bit about yourself.

T: Not much to tell, really.

I: Is it true that when you become a cigarette, your smoke contains over 4,000 different chemicals?

T: Sure, but only 50 of them cause cancer. You could look it up.

I: So how do you affect smokers?

T: Well, the carbon monoxide you absorb from smoking a single cigarette stays in your bloodstream for up to six hours. That forces your body to work harder to supply your lungs with enough oxygen to keep breathing.

I: What's all the fuss about nicotine?

T: Nicotine is one of my main ingredients. It's a stimulant. It raises your heartbeat and your blood pressure. Its addictiveness is a major reason why it's so tough to dump me.

I: What about tar?

T: Oh, that's the solid particles from the smoke. It messes with the normal exchange of oxygen and carbon dioxide in the lungs... contributes to shortness of breath... increases the risk of lung cancer... that kind of stuff.

I: So what can new smokers expect?

T: Well, you often start with coughing, dizziness and a dry, irritated throat. Plus, smoking me can lead you to other problems. But hey, check these great short-term effects: you can feel stimulated and relaxed!

I: Is that the whole story?

T: *(sheepishly)* Well, not exactly...

I: Well?

T: Okay, okay. You get a ***little*** stinky breath, hair and clothes. Yellow teeth and fingers. More coughing, illness, asthma attacks and bronchial infections than normal. And it sets you back, what, seven bucks a pack. No big deal, right?

I: Yeah, ***right***. So what about the long-term effects of smoking?

T: I've got a poem about that.

I: Did you say, a ***poem***?

T: Absolutely. I know I've been getting bad press since that darned U.S. Surgeon General's report came out back in the Sixties. So my motto is, when life hands you lemons, make lemonade... and when life hands you tobacco, make smoke. *(whispers to Interviewer)* Now introduce me!

I: Uh, okay. Ladies and gentlemen, now reading from [his/her] poetic works, please welcome the amazing... T. Leaf!

T: Thank you, thank you. *(blows kisses)* I love you all! *(clears throat, then breaks into extended hacking cough)*

I call this poem, ***Going Wacky Over Tobaccy***

When it comes to giving you long-term effects,
Ya gotta give ol' T. Leaf some respect.
While some products are selfish and give ya nothin', nowhere,
When ya smoke me, I've got ***tons*** of stuff to share!
I'll give ya heart disease, strokes, you know what I mean-uh
Aneurisms, chronic bronchitis, even emphysema.
Ya get cancers of the lung and throat to make ya sadder,
Plus cancer of the stomach, kidney, pancreas and bladder.
But hey, to all bad things I'm not the answer;
I cause only 30% of all cancers –
And don't get me shot, don't get me hung –
Just 85% of cancer of the lung.
And I don't play favourites, you understand.
My smoke can also get ya second-hand!

I: Thanks, T. That was really, um, special.

T: A pleasure. Y'know, I find that whole second-hand cancer thing a bit overblown. According to my research, every year I kill 30,000 Canadians who smoke, but I ***only*** kill 300 Canadians second-hand. That's, what, barely six people a week? I mean, that's sad, but it could be much worse.

I: No kidding, eh? Speaking of mouthfuls, what's the skinny on chewing tobacco?

T: Smokeless tobacco products have nicotine, carcinogens, stuff like that. They can cause oral cancer and other diseases of the mouth, teeth and gums. And let's be honest here. Chewing me isn't gross. It's ***macho***. Got it?

I: Yeah, right. So what about kids? What do you say to us?

T: Well, I won't sugar-coat it for ya. Teens who start smoking do tend to become more dependent than types who start smoking after age 20. And if your parents smoke, you're more likely to get things like bronchitis, pneumonia, ear infections and asthma attacks.

I: *(looks at audience)* Well, that's about out all ***I*** can take.

T: At least you're not under ***fire***. *(laughs)* Get it? You use fire to light me up!

I: As if. T, thanks for joining us here on the Own Your Zone Network. Ladies and gentlemen, [Mr./Ms.] T. Leaf. *(lead applause)*

Interviews with Vampires 3

Cannabis

Cast of characters
- Interviewer
- Con Abyss, a personification of cannabis

I: Hi there, and welcome to our segment on illegal drugs. With me is Con Abyss. Wassap, Con?

C: The first thing you've got to know about me is, I come from a plant, man. I'd be marijuana, hashish and hashish oil. We're talking mind-altering drugs, in case you cats didn't know.

I: What do you mean by mind-altering?

C: I mean changing your perceptions, your moods, your feelings. That's what a drug is, man. It changes the way your body works. *(laughs)* And you thought I wasn't paying attention in the first session!

I: Really good, Con. So exactly what do you do to people who smoke you?

C: *(holds up **four** fingers)* Three things, man. I mess with your central nervous system, your cardiovascular system, and your psychological functioning.

I: Let's start with the nervous system thing.

C: Well, your brain gets impaired, your learning ability takes a hit, and... uh... *(looks dazed for 5 seconds)* ... oh, yeah. You experience short-term memory loss. Your motivation goes down, and you tend to do, uh, not as good as before at school and stuff like that.

I: I've heard that smoking you screws up people's physical coordination.

C: *(annoyed)* Yeah, yeah. Okay, so I make it hard to do "complex visual tasks" like driving a car, or running machinery. I make you clumsier, and slow to react. And if you mix me with, say, my pal Al Cahall, then ***whoa***. Look out, man.

I: How about the heart thing?

C: Dig this. You use me, you get an increased heart rate and changes in your blood pressure. Variety is the spice of... uh... the spice of...

I: Life?

C: That's it, man. Gimme a high-five! *(tries to high-five Interviewer, but misses badly)* Sorry, man. Too "visually complex" for me.

I: Uh-huh. That leaves the psychological thing.

C: Here's the totally beautiful part of it. You get a whole kaleidoscope of feelings. Everything from well-being and exhilaration to anxiety and fear. Even panic and disorientation. It heightens the senses, man. Like wow.

I: These are ***good*** things?

C: Far out! Like I always say, man, live life to the... uh... live life to the...

I: To the max?

C: *(confused)* Max who?

I: Never mind. So is it true that cannabis is less harmful than tobacco?

C: Where you been, man? My smoke contains many of the same irritants as tobacco smoke. I ain't taking no back seat to some sissy ***legal*** weed.

I: Hmm. Tell us if you're addictive.

C: Am I addictive? Am I addictive? Come on, man. I grow on you so good, if you use me heavily, you'll be physically ***and*** mentally dependent on how I make you feel. When heavy users try to give me the kiss-off, they often go through withdrawal.

I: What's that like?

C: You know, irritability, sweating, tremors, upset stomach, diarrhea. The usual, man.

I: Any other health risks we should know about?

C: Oh, sure. Long-term use damages your lungs. Inflames the sinuses and bronchial tubes. Helps you get respiratory diseases like chronic bronchitis. Like I said, the usual, man.

I: What about lung cancer?

C: Hey! Hey! There's no conclusive proof of that yet, man. Of course, there is growing evidence. *(laughs)* ***Growing!*** Are you hip?

I: We're all hip here, Con. Other effects of heavy use?

C: Well, you might lose motivation and interest in doing stuff. Plus, there's the memory thing. *(pause)* Or did I mention that already?

I: I think you did mention it, yes.

C: Okay. Okay. Then there's the memory thing. *(stares at own hands for 5 seconds, then snaps out of it)* And then there's the concentration thing. Hard on the grades, man.

I: Is it true that you're the most-used illegal drug in Alberta?

C: *(proudly)* You know it, man. In a survey of kids aged 12 to 17 a few years back, 15% of them had tried me.

I: So 85% didn't bother?

C: *(offended)* I guess. What's up with that anyway?

I: Is it true that hanging with you is against the law?

C: Well, yeah. Technically. Even if you're only in possession of me. *(shrugs)* So you get a criminal record, maybe a fine, or even do a little time. No big deal, right?

I: Whoa.

C: Hey, I've got a good side! I decrease nausea caused by anti-cancer drugs, and increase appetite in people with AIDS. Anybody here with cancer or AIDS? Don't be shy...

I: Anything you want to add in closing, Con?

C: Yeah, man. I just want to say hi to my fellow illegal drugs: cocaine, heroin, amphetamines and hallucinogens. *(waves to ceiling)* Hey, guys!

I: We appreciate your answering our questions here on the Own Your Zone Network. Ladies and gentlemen, [Mr./Ms.] Con Abyss! *(leads applause)*

Interviews with Vampires 4

Gambling

Cast of characters
- Interviewer
- Hi Roller, a personification of gambling

I: Good day, game-players. I'm standing here with [Mr./Ms.] Hi Roller.

H: That's right, kids. And I'll wager you're really happy I'm here, too! *(scans audience)* Whoops, the legal age for gambling in Alberta is 18. Sorry about that!

I: So tell us a bit about yourself, Hi.

H: Glad to, glad to! First off, I'm not just bingo, casinos, racetracks or video lottery terminals – that's "VLTs" to us insiders, you know.

I: No kidding? Tell us more.

H: I'd be delighted! See, I'm about all kinds of stuff. Everything from playing cards or video games for money, and buying raffle tickets, to betting on a game of pool, or the outcome of a sports event, and so much more. The fun never ends. Whee!

I: Pardon me, Hi. But if you're such a kick, why are we talking about you here, on the Own Your Zone Network?

H: Details, details. Look, I'm just simple, good fun for the vast majority of folks. But I can become a problem for some people when I affect their personal, family or school life. Y'see, I'm so much fun, I can get... well...

I: Addictive?

H: Yeah. *(wipes forehead)* Whew, I'm glad you said it, not me.

I: So what kind of problems are we talking here, Hi?

H: Well, folks who have problems with me can experience less motivation to do things. Lower feelings of self-worth. Depression. Then there's outbursts of rage, feelings of being out of control; stress; neglected responsibilities. And isolation from family and friends. That's a real bummer.

I: Is it true that people who have trouble with you have problems in other areas of their lives that they need to work out? You know, stuff like feeling lonely or arguing with parents?

H: Yeah. What's your point?

I: My point was that you're an outlet for people's problems, but you can make them even worse.

H: Whoa there! I didn't come here to be insulted! *(to self)* Well, five bucks says I didn't, anyway.

I: That's a sucker bet, Hi. So tell us. How do we spot problems in the making?

H: Watch for the signs. Spending more time and money on me than intended. Placing larger and more frequent bets. Pinning hopes on the big win. Returning to try to win back losses. Feeling badly about what happens.

I: No kidding. Any others?

H: Sure. Frequent highs and lows. Exaggerating winnings. Hiding signs of me. Promising to cut back, but never doing it. Always looking for new places to meet me. And climbing debts – that's a big one.

I: Are ***you*** big in Alberta?

H: Well, I've got 5,959 VLTs in 1,238 locations; 2,013 ticket lottery terminals; 3,742 slot machines; 16 charitable casinos; 2 racing entertainment centres; and 63 bingo associations. In 1999-2000, the provincial government take from VLTs, slot machines, and lottery tickets was $856 million. So you tell me!

I: Point taken, Hi. But most Albertans don't have problems with you, do they?

H: Snake eyes on that! 95% of adults don't have trouble with me at all. The figure among Aboriginal Albertans is 90%. And catch this action: 92% of Albertans aged 12 to 17 have no problems related to li'l ol' me. But 15% of those are at risk for developing problems.

I: What puts those leaders of tomorrow at risk?

H: It's like this. Your risk of problems with me goes up if you start young and if your family or friends often get involved with me. *(checks watch or clock)* Whoops, where ***does*** the time go? You'll have to excuse me, I've gotta run. Happy hour's coming up, and a bunch of guys in a bar really need me.

I: Thanks for your time, Hi.

H: *(proudly)* You bet!

I: *(shakes head)* Ladies and gentlemen, that was [Mr./Ms.] Hi Roller! *(leads applause)*

Possible Risky Turns

Risk Role-Playing Cards

Community hall rink

Cast
Sam, *a Grade 7 student*
Pat, *the Grade 9 schoolyard boss*
Bill/Jill, *a buddy of Pat's*
Ben/Jen, *another buddy of Pat's*

Sam

You are a Grade 7 student who's made a smooth shift to junior high. You've heard of other Grade 7s being picked on by Grade 9s, but nothing has happened to you – yet – and you don't want any trouble, especially with kids who are bigger and older. You just want to fit in and get on with your life. You haven't smoked before and don't have strong feelings about it either way.

AADAC

Risk Role-Playing Cards

Community hall rink

Cast
Sam, *a Grade 7 student*
Pat, *the Grade 9 schoolyard boss*
Bill/Jill, *a buddy of Pat's*
Ben/Jen, *another buddy of Pat's*

Pat

You are a Grade 9 student who's the unchallenged boss of the schoolyard, along with your buds, Bill/Jill and Ben/Jen. You've been pushed around a bit by your older siblings, so you don't see what's wrong with flexing a bit of muscle. Showing Grade 7s their place is a favourite hobby. You see smoking as a way to relax and feel in control.

AADAC

Risk Role-Playing Cards

Community hall rink

Cast
Sam, *a Grade 7 student*
Pat, *the Grade 9 schoolyard boss*
Bill/Jill, *a buddy of Pat's*
Ben/Jen, *another buddy of Pat's*

Bill/Jill

You're one of Pat's buddies, and the one Pat counts on to do most of the dirty work because you're big for your age and not afraid to show people who's boss (except Pat, of course). You're proud of the fact that you started smoking even before Pat did. You see smoking as a way to separate the tough kids from the wusses.

AADAC

Risk Role-Playing Cards

Community hall rink

Cast
Sam, *a Grade 7 student*
Pat, *the Grade 9 schoolyard boss*
Bill/Jill, *a buddy of Pat's*
Ben/Jen, *another buddy of Pat's*

Ben/Jen

You're one of Pat's buddies, and the one Pat and Bill/Jill count on as "the brains of the group" because you get good grades without appearing to do a lot of work. Both your parents are smokers and you've become asthmatic, so you don't smoke yourself. You're not as keen on harassing Grade 7s as Pat and Bill/Jill, but you go along with it most of the time because they're your buddies.

AADAC

Risk Role-Playing Cards

Party

Cast
Chris, *a Grade 7 student*
Riley, *Chris' best friend*
Kelly, *host of the unchaperoned party*
Leslie, *a party animal*
Lee, *Chris' gorgeous classmate*

Chris

You're a Grade 7 student invited to the first big party of the year at Kelly's house. You've never been to a junior high party, and you want to fit in and have fun. You've heard there may be beer there, and no parents. You're cool with that, but you're even more interested in Lee, your gorgeous classmate, whom you've been admiring from afar all year.

AADAC

Risk Role-Playing Cards

Party

Cast
Chris, *a Grade 7 student*
Riley, *Chris' best friend*
Kelly, *host of the unchaperoned party*
Leslie, *a party animal*
Lee, *Chris' gorgeous classmate*

Riley

You've been Chris' best friend since kindergarten. You're more shy than Chris about the whole socializing thing, so you're a little nervous about the big party. You understand why Chris likes Lee, but you don't want to lose Chris as a friend. You tried drinking before Chris, but after your first hangover, you've sworn off alcohol.

AADAC

Risk Role-Playing Cards

Party

Cast
Chris, *a Grade 7 student*
Riley, *Chris' best friend*
Kelly, *host of the unchaperoned party*
Leslie, *a party animal*
Lee, *Chris' gorgeous classmate*

Kelly

You're Chris' classmate and hosting this party is your big chance to make a good impression and do something fun for everybody. Your parents, who are out catching a show, know you're having "a few friends" over, but word got out and now most of the grade is coming. Nobody said anything about serving alcohol, so you're a little nervous about Leslie bringing beer.

AADAC

Risk Role-Playing Cards

Party

Cast
Chris, *a Grade 7 student*
Riley, *Chris' best friend*
Kelly, *host of the unchaperoned party*
Leslie, *a party animal*
Lee, *Chris' gorgeous classmate*

Leslie

You're Chris' classmate and a major party animal. You want to be liked by everybody, and you see yourself as a leader type. Some of your classmates know you can get beer through an older cousin. They're counting on you to deliver the goods at the party, and you don't want to let them down. You've had beer before and you like it.

AADAC

Own your Zone

Risk Role-Playing Cards

Party

Cast
Chris, *a Grade 7 student*
Riley, *Chris' best friend*
Kelly, *host of the unchaperoned party*
Leslie, *a party animal*
Lee, *Chris' gorgeous classmate*

Lee

You're Chris' gorgeous classmate and definitely the quiet type, playing your cards close to the vest. Your motto is to keep to yourself and basically get along with people. You're not sure where the beer thing will go, so your antenna are up, checking how everyone else reacts. You notice Chris, who seems reasonable, and are especially interested in how Chris reacts to the beer.

AADAC

Directions

Welcome to the one and only Own Your Zone multiple-choice quiz designed to get you thinking about facts and popular myths about alcohol, tobacco and gambling. Bonus points will be awarded to anyone who thinks AADAC is a web-footed bird that quacks. So grab a pencil and a parent, other family member, friend, mentor or other trusted supporter, and let's get started!

1. Almost half of current or former smokers in Alberta smoked their first entire cigarette between which ages?

a) 12 and 15
b) 14 and 17
c) 16 and 19

2. Which of the following does steady drinking do for you?

a) Reduce your tolerance to alcohol
b) Reduce your defences against contagious diseases
c) Reduce your appetite

3. Albertans are most likely to say they gamble:

a) For fun
b) To win money
c) As a challenge

4. Which of the following is true:

a) Young Albertans are among the heaviest gamblers in North America
b) Young male Albertans are among the heaviest drinkers in Canada
c) Young female Albertans are among the heaviest smokers in Canada

5. Which of the following is poisonous and should never be consumed by anyone?

a) Methyl alcohol
b) Ethyl alcohol
c) Ascorbic acid

6. About how many deaths in Canada related to tobacco in 1995?

a) 15,000
b) 25,000
c) 35,000

7. In addition to possibly increasing your strength, steroids can, if used over a long period:

a) Increase your blood pressure, cholesterol levels and acne
b) Slow down your nervous system, reduce your appetite and give you headaches
c) Cause you to gain an abnormal amount of weight

8. Adolescents with gambling problems are more likely than non-problem gamblers to be:

a) Frequent and heavy drinkers
b) Smokers and users of cannabis
c) All of the above

9. Can coffee and cold showers help reduce the effects of a hangover?

a) Yes
b) No
c) It depends

10. A common reason people use drugs is:

a) To punish themselves
b) To seek adventure
c) To change the way they feel or think

11. Is inhaling second-hand ("sidestream") smoke even deadlier than inhaling exhaled ("mainstream") smoke?

a) Yes
b) No
c) About the same

12. In addition to increasing your alertness, caffeine:

a) Worsens your mood
b) Raises your blood pressure
c) Increases your appetite

13. Alcohol and other drugs are used by:

a) Younger, wealthier Albertans
b) Older, less wealthy Albertans
c) Albertans of all ages and social classes

14. Do "light" cigarettes deliver less carbon monoxide, nicotine and tar than regular cigarettes?

a) Yes
b) No
c) About the same as regular cigarettes

15. In addition to a rush of energy and hallucinations, the "ecstacy" drug may give you:

a) Nausea, anxiety attacks and blurred vision
b) Headaches, dizziness and a reduced sense of touch
c) Improved powers of concentration

Thanks very much for playing. Please remember to bring this paper back with you for our next session.

Best wishes,
Your OYZ Tour Guide

3

Directions

Strong, smart and addiction-free.

AADAC

20

3

Directions

(Information and misinformation)

Special preparation

Before this session, you should think about, and if possible, collect and bring in, samples of advertising aimed at either promoting or discouraging the use of drugs or gambling. Having asked the students to bring in or raise examples of their own, you should be prepared to discuss these as well.

Goals of session

- Assess drug and gambling information, and make well-founded decisions based on what is right for them personally.
- Identify myths and misconceptions among peers, and respond appropriately to fallacies.
- Analyze advertising (both pro and con), and separate true and misleading messages.

Content and time

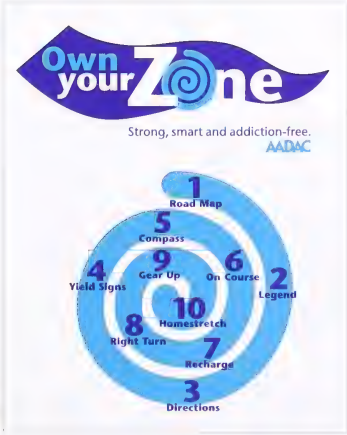
3.1 Mixed signals: Popular misconceptions (15 min.)
3.2 Fog: Media tactics (10 min.)
3.3 High beams: Analysis of ads (10 min.)
3.4 Spotlight: Creation of original ads (10 min.)
3.5 Side attractions (allow time for students to work on their TV ad presentation)

Presentation aids

1.1 OYZ Envelope (revisited in Section 3.4)
3.2 OYZ Media Appeals handout
3.4 OYZ TV Ad Presentation handout

Supplementary resources

- www.aadac.com
- www.aadac4kids.com
- www.zoot2.com



1.1 OYZ Envelope

Lesson plan

3.1 Mixed signals: Popular misconceptions (15 min.)

Break the class into three groups to agree within each group on the answers to five of the questions on the ***Directions*** quiz (recall *Aid 2.4*). (So Group 1 does questions 1-5, Group 2 does numbers 6-10 and Group 3 does questions 11-15.) Have each group discuss for five minutes and present their agreed answers to the class. Have the class vote on whether agree or disagree with each answer, and then reveal the correct answers and explanatory notes highlighted in **bold**:

1. Almost half of current or former smokers in Alberta smoked their first entire cigarette between which ages?
   a) 12 and 15
   b) 14 and 17 [Early smokers are likely to continue the habit]
   c) 16 and 19

Source: Alberta Tobacco Reduction Alliance, 2000, http://www.atra.ab.ca/pdf/ExecutiveSummaryReport1.pdf

2. Which of the following does steady drinking do for you?
   a) Reduce your tolerance to alcohol **[No, it may do the opposite]**
   b) Reduce your defences against contagious diseases [e.g., pneumonia, tuberculosis]
   c) Reduce your appetite

Source: AADAC, *Quick Facts About Alcohol and Other Drugs, and Problem Gambling,* 9th ed. 2001, p. 5

3. Albertans are most likely to say they gamble:
   a) For fun [79%]
   b) To win money [72%]
   c) As a challenge [60%]

Source: AADAC, *Sense and Nonsense* (Grade 6), n.d., p. 100

4. Which of the following is true:
   a) Young Albertans are among the heaviest gamblers in North America
   b) Young male Albertans are among the heaviest drinkers in Canada
   c) Young female Albertans are among the heaviest smokers in Canada [reversing national trends, 48% of female Albertans aged 15-24 were smokers in 1996, up from 29% in 1990]

Source: Alberta Health and Wellness, *The Report on the Health of Albertans, 1999,* p. 54, www.health.gov.ab.ca/public/document/albertans/ABHealth.pdf

5. Which of the following is poisonous and should never be consumed by anyone?
   a) Methyl alcohol [found in solvents, paint removers, antifreeze, etc.]
   b) Ethyl alcohol **[also called "beverage alcohol," it's what goes in drinks]**
   c) Ascorbic acid **[also known as Vitamin C]**

Source: AADAC, *ABCs of Alcohol,* 2000

6. About how many deaths in Canada related to tobacco in 1995?
   a) 15,000
   b) 25,000
   c) 35,000 [This is 16% of the deaths from all causes]

Source: AADAC, *Quick Facts About Alcohol and Other Drugs, and Problem Gambling,* 9th ed. 2001, p. 31

7. In addition to possibly increasing your strength, steroids can, if used over a long period:
   a) Increase your blood pressure, cholesterol levels and acne
   b) Slow down your nervous system, reduce your appetite and give you headaches
   c) Cause you to gain an abnormal amount of weight

Source: AADAC, *Two-Way Street: Parents, Kids & Drugs,* 1992, p. 5

8. Adolescents with gambling problems are more likely than non-problem gamblers to be:
   a) Frequent and heavy drinkers
   b) Smokers and users of cannabis
   c) All of the above

Source: AADAC, Characteristics of Alberta Adolescent Problem Gamblers, 1997, p. 1

9. Can coffee and cold showers help reduce the effects of a hangover?
   a) Yes
   b) No [They don't change the amount of alcohol in the bloodstream; the body needs time to break down the alcohol]
   c) It depends

Source: AADAC, *Alcohol: Do you know enough about it?,* revd. ed. 1999, p. 10

10. A common reason people use drugs is:
   a) To punish themselves
   b) To seek adventure
   c) To change the way they feel or think [For some, drugs provide an easy substitute for taking control of their lives in a stressful world]

Source: AADAC, *Sense and Nonsense: Grade 6,* n.d., p. 35; AADAC, *Two-Way Street: Parents, Kids & Drugs,* 1992, p. 9

11. Is inhaling second-hand ("sidestream") smoke even deadlier than inhaling exhaled ("mainstream") smoke?
    a) Yes [Scientists have determined that it has more cancer-causing agents, and causes more skin tumours on mice, than exhaled smoke]
    b) No
    c) About the same
    Source: Alberta Tobacco Reduction Alliance, http://www.tobaccotruth.com/tobaccobasics/secondhand.htm

12. In addition to increasing your alertness, caffeine:
    a) Worsens your mood
    b) Raises your blood pressure [Some people may develop a rapid and irregular heartbeat after consuming larger amounts of caffeine]
    c) Increases your appetite

Source: AADAC, *ABCs of Caffeine,* 1999

13. Alcohol and other drugs are used by:
    a) Younger, wealthier Albertans
    b) Older, less wealthy Albertans
    c) Albertans of all ages and social classes

Source: AADAC, *Two-Way Street: Parents, Kids & Drugs,* 1992, p. 8

14. Do "light" cigarettes deliver less carbon monoxide, nicotine and tar than regular cigarettes?
    a) Yes
    b) No [This is oft-misunderstood. Also, note that clove cigarettes contain twice the tar of regular]
    c) About the same as regular cigarettes

Source: AADAC, *Quick Facts About Alcohol and Other Drugs, and Problem Gambling,* 9th ed. 2001, p. 29

15. In addition to a rush of energy and hallucinations, the "ecstacy" drug may give you:
    a) Nausea, anxiety attacks and blurred vision ["Ecstacy" is a chemical (methylenedioxymeth-amphetamine, or MDMA) made in drug labs]
    b) Headaches, dizziness and a reduced sense of touch
    c) Improved powers of concentration

Source: AADAC, *ABCs of Ecstacy* (MDMA), 2000

3.2 Fog: Media tactics (10 min.)

Lead a class discussion on media tactics used to promote alcohol, tobacco and gambling. Identify positive themes, attributes or feelings used to attract people to drink, smoke and gamble. These might include the following:

- youth/vigour
- fun/good times
- material success
- sexiness
- cool
- rebellion
- freedom/personal choice
- satisfaction/relaxation
- pride

Own Your Zone

Media Appeals

Appeal to | Examples pro & con alcohol tobacco or gambling

Intelligence (rational mind)

Pro

Con

Emotions (heart)

Pro

Con

Trust

Pro

Con

AADAC

3.2 *OYZ Media Appeals*

Next, explain that advertisers try to get through to them on three levels, by appealing to their *intelligence* (the rational mind), their *emotions* (the heart), and their sense of *trust* (credibility of the source of the appeal):

Appeal to	*Examples pro & con alcohol, tobacco or gambling*
Intelligence (rational mind)	*Pro* "One in ten tickets sold is a winner." *Con* "Wouldn't the money you spent gambling be better spent elsewhere?"
Emotions (heart)	*Pro* "Drinking our beer tells the world you're Canadian." (pride) *Con* "If you drink and drive, you're a bloody idiot." (fear)
Trust (credibility of source)	*Pro* "We sponsor this event that you like, so buy our cigarettes." *Con* "Doctors and scientists agree that smoking can kill you."

Point out that the future of the tobacco industry in particular depends on recruiting new users, and that these new recruits are almost all young people since few Canadians begin to smoke as adults. You may also note that in an ongoing series of high-profile lawsuits in the United States, tobacco companies admitted to misleading the public as to the effects of smoking on people's health.

3.3 High beams: Analysis of ads (10 min.)

Having looked at the three kinds of appeals, review students' samples of print, radio and TV ads to promote or prevent drug use and gambling. Ask them to describe their reaction to each ad, and to identify the kinds of appeals at work. (A single ad can appeal on 0-3 levels.)

You may also wish to refer to the following Web sites:

Promoting drug use or gambling
http://www.absolutad.org
An "archive of the cool Absolut Vodka ads," culled from a book which *Booklist* says, "almost single-handedly defined the shape of creative magazine advertising for many years."

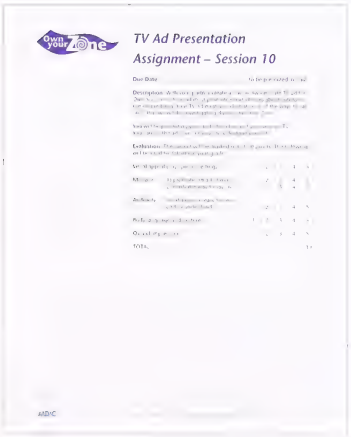
http://www.rjrt.com/TI/Pages/TIcover.asp
The view from a large American tobacco company.

http://www.new.atlanticcasino.com
An invitation to "dive into new dimension in gaming" from an on-line portal.

Discouraging drug use or gambling
www.adbusters.org/spoofads/
Satire aimed at our consumer society, including alcohol and tobacco advertising.

www.cancerhead.com
An example of aggressive advertising ("viral marketing") to discourage tobacco use.

www.madd.ca
A site maintained by Mothers Against Drunk Driving.


Own Your Zone

TV Ad Presentation
Assignment – Session 10

3.4 ***OYZ TV Ad Presentation***

3.4 Spotlight: Creation of original ads (10 min.)

Divide the students into pairs, or ask them to do so on their own. Explain that as creative crackerjacks from the [local school] Ad Agency, they have just been hired to create a one- or two-minute TV ad for Own Your Zone. The idea is to promote making smart choices about use or gambling. Explain that their presentations (which you should stress will be short) should illustrate one of the ways to say "no" that they'll be exploring during their OYZ journey. Point out that each creative team is responsible for preparing its own presentation, and that show time will be in Session 10, your last class together. They will present their ads for the class as if they were on TV. You might want to use the ***OYZ TV Ad Presentation*** *(Aid 3.4)* handout.

Ask them to refer to the their ***OYZ Itinerary*** (recall *Aid 1.2b*) for possible ideas. If time permits, give them a few minutes to brainstorm in pairs. Indicate that they should give you their selected topic on a slip of paper at the end of Session **5**. It's all right if more than one group chooses the same topic, as they will likely go about illustrating it in different ways.

3.5 Side attractions

First, have them jot down 5-10 points, to guide them in evaluating media messages, based on what they have learned in this session.

Second, remind them to pair up to decide on their choice of presentation topic (which will be due in Session **5**), and to start working on their TV ads (see Section **3.4** above) for presentation in Session **10**.

Media Appeals

Appeal to	Examples pro & con alcohol, tobacco or gambling
Intelligence (rational mind)	*Pro* "One in ten tickets sold is a winner."
	Con "Wouldn't the money you spent gambling be better spent elsewhere?"
Emotions (heart)	*Pro* "Drinking our beer tells the world you're Canadian." (pride)
	Con "If you drink and drive, you're a bloody idiot." (fear)
Trust (credibility of source)	*Pro* "We sponsor this event that you like, so buy our cigarettes."
	Con "Doctors and scientists agree that smoking can kill you."

TV Ad Presentation Assignment – Session 10

Due Date:_____ – to be presented in class

Description: With your partner create a one- or two-minute TV ad for *Own Your Zone*. Your ad must promote smart choices about substance use or gambling. Your TV ad must also illustrate one of the ways to say "no" that we will be investigating during *Own Your Zone*.

You will be presenting your ad to the class as if you were on TV. You can do the ad "live" or you can videotape your ad.

Evaluation: The project will be marked out of 30 points. The following will be used to determine your grade:

Visual appeal (e.g., props, setting)		1	2	3	4	5
Message	1) promotes smart choices	1	2	3	4	5
	2) illustrates way to say "no"	1	2	3	4	5
Audibility	the dialogue is easy to hear and to understand	1	2	3	4	5
Body language and gestures		1	2	3	4	5
Overall impression		1	2	3	4	5
TOTAL:						/30

4

Yield Signs

Strong, smart and addiction-free.

AADAC

4

Yield Signs

(Risk)

Special preparation

Before this session, you should enlist one or more special guests versed in aspects of the risks that using drugs or gambling poses to students' major life areas. The guest(s) could be a police constable, nurse, social services worker, guidance counsellor, community leader or any other person you feel is appropriate. The guest(s) will participate in a classroom exercise.

Goals of session

- Explain and evaluate physical, mental, emotional, social/relational and legal risks to major life areas (and how they are interrelated holistically, like a medicine wheel).
- Introduce concepts of anticipating and avoiding risky situations.

Content and time

4.1 Shedding some light: Review of evaluating media messages (5 min.)
4.2 Wide screen: Major life areas (15 min.)
4.3 Loose chips: Risks to major life areas (15 min.)
4.4 Wrong turns: Addictions and addictive behaviour (10 min.)
4.5 Side attractions

Presentation aids

4.3 ***Ties that Bind*** *(flexible fabric strips for your in-class simulation)*
4.3a ***Ties that Bind Group Activity Sheet***
4.5 ***OYZ Rate the Risk and My Personal Goals handout***

Supplementary resources

- Alberta Children's Services: http://www.acs.gov.ab.ca
- Alberta Health and Wellness: http://www.health.gov.ab.ca/informat/pubpromo.html
- Alberta Justice: http://www.gov.ab.ca/just/lawu/roles11.html, and http://www.gov.ab.ca/just/lawu/over4.html
- www.aadac.com
- www.aadac4kids.com
- www.zoot2.com

Lesson plan

4.1 Shedding some light: Review of evaluating media messages (5 min.)

Lead a rapid-fire review of key points culled from students' points for evaluating media messages (from Section **3.5**). Invite them to jot down new ones that they hear or which work for them.

4.2 Wide screen: Major life areas (15 min.)

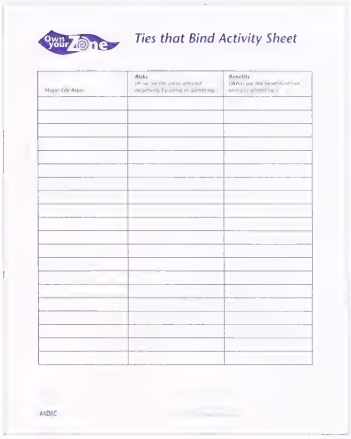
Introduce your special guest(s). Explain that they will help set a context for the risks that you take when you use drugs or gamble. Invite each guest to speak for 5-10 minutes to present their professional perspective, and to lead a brainstorming session to identify areas in students' lives that could be negatively affected by drugs or gambling. You may act as recorder at the blackboard and group their responses into major life areas such as the following:

- mental and physical health (your peace of mind and how your body feels)
- home (getting along with relatives, change to family)
- school (grades, extra-curricular activities)
- relationships (friendships, dating, team relationships)
- finances (available cash to buy stuff and go out with friends)
- legal status (no criminal record means no job or border hassles)
- values (things you believe are important)
- leisure (things you can do in your spare time)

4.3 Loose chips: Risks to major life areas (15 min.)

Split the class into 2-4 competing teams, assigning each one the topic of alcohol, smoking, marijuana or gambling. The idea is to identify as many risks as possible to the major life areas discussed before. These risks (see ***OYZ Ties that Bind Activity Sheet*** *Aid 4.3a*) could include the following examples:

Major life area	*Example of risk*
Mental and physical health	Smoking will cause shortness of breath and hinder a healthy lifestyle.
Family	Your parents may trust you less if they find you have taken up an unhealthy (and illegal) habit.
School	Your marks may suffer due to reduced concentration from drinking.


Ties that Bind Activity Sheet

Major Life Areas	Risks (If we let the areas affected negatively by using or gambling)	Benefits (When we use the benefits of not using or gambling)

AADAC

4.3a. ***OYZ Ties that Bind Activity Sheet***

Relationships	Your friends may not like the reek of cigarette smoke on your breath, hair or clothes.
Finances	Gambling losses leave less money to spend on snacks, movies and CDs.
Legal status	A charge of possessing cannabis can keep you out of the USA on a school ski trip.
Values	Smoking a joint may cause you to compromise values such as respect for yourself and others.
Leisure	Reduced performance due to a hangover can get you booted off a school sports team.

Every team should choose a recorder, one or two tying people and a volunteer to sit in a chair for a two-part tournament. For the first half, as each team, facilitated by you or your guest(s), brainstorms for risks in their assigned major life areas, the tying people tie flexible strips of fabric or other material (***Ties that Bind***, *Aid 4.3*) around the volunteer's arms or legs to the chair for each risk identified, while the recorder notes the risks. (See ***Ties that Bind Activity Sheet***, *Aid 4.3a*)

After five minutes, stop the action and ask the recorder for each team to list their recorded risks to the class. Add up the numbers of risks identified by each team and note them as subtotals. (For this activity, you may wish to borrow stylistically from the sportscasting profession!) Invite the guest(s) to comment and fill in any omitted risks.

For the second half, ask the teams to reconvene to brainstorm for the benefits of not using drugs or gambling. This time, the tying people untie one piece of material around the seated, still tied-up volunteer for each benefit identified, while the recorder notes the benefits.

After a second five minutes, stop the action again and ask each team to announce its recorded benefits to the class. Invite the guest(s) to comment and fill in any missing benefits. Then summarize the feedback.

Next, add up the numbers of benefits (and risks) identified by each group. Call for a rousing cheer for the winning team and the others. Offer a special thanks to your guest(s).

This activity also works well as a whole class demonstration.

4.4 Wrong turns: Addictions and addictive behaviour (10 min.)

To introduce the idea of addiction, ask the formerly tied-up volunteer(s) how they felt when they had just one strip, two strips and then many strips binding them. Ask the class how this might be like "addiction." Explain that addiction is a complex issue.

Definition
Casual uses of the word "addiction" (e.g., "I'm addicted to chocolate") are often really referring to everyday habits. Addiction in the true sense is a strong dependence characterized by:

1) Severe withdrawal symptoms (physical and mental changes occurring after abstaining from for the drug or activity).
2) A high tolerance (ability to consume more and more of the drug without feeling immediate effects), or the need for more of the substance or activity.
3) A physical or psychological need to consume the substance or gamble at all costs.

A process, not an event
In the beginning, people often do not experience any difficulties. But as their habit continues, they may begin to focus more on the drugs or gambling than on other areas. Typically, this process is influenced by factors like culture, life events, biological makeup and relationships with family and friends. It happens much quicker for adolescents than adults: physical and psychological dependence can occur in months, rather than years.

Causes
Researchers have looked at genetics, environment and a combination of both to explain how dependence develops. Today, we believe some people are genetically susceptible to becoming dependent. But this is not enough to develop an addiction. A person's life circumstances are important to determining whether or not a person becomes dependent.

Effect on family
Addiction can have a lasting impact on every member of the family. When people have a dependency, their whole family usually develops ways to cope with the problems associated with it. Often, the family avoids talking about the issue, avoids expressing emotions, and may keep the addiction secret from the community. Some family members may take on responsibilities abandoned by the addicted person.

Now point out – or if you feel it is more appropriate, discuss or brainstorm for – signs of addiction to drugs or gambling. These include:

- sudden changes in school attendance and grades
- unusual flare-ups or outbreaks of temper
- withdrawal from responsibility
- deterioration of physical appearance and grooming
- wearing of sunglasses at inappropriate times
- hanging out with known abusers
- unusual borrowing of money from friends or parents
- criminal behaviour
- secretive behaviour regarding actions and possessions
- poorly concealed attempts to avoid attention (e.g., frequent trips to washroom)

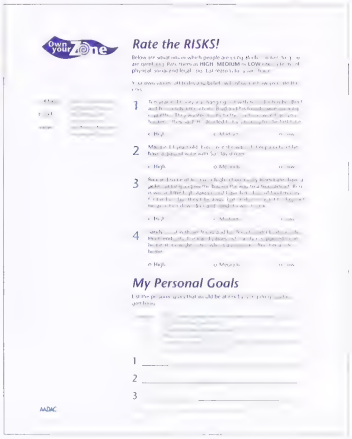
It's important for you to point out that these warning signs may suggest:

1) a problem with addiction
2) a problem unrelated to addiction (such as health problems or emotional difficulties)
3) a problem with adolescence itself
4) a combination of some or all of these

4.5 Side attractions

Having looked at the risks which using drugs and gambling present to students' major life areas in general, ask them to rate the risk of the situations given and prepare a list of personal goals which would be at risk," using the ***OYZ Rate the Risks and My Personal Goals*** *handout (Aid 4.5)*. Ask them to complete the task with the help of a trusted supporter such as a parent, other family member, friend or mentor.

Also, remind them that the slip of paper containing their paired presentation topic is due at the next session.



Rate the RISKS!

1

2

3

4

My Personal Goals

1 _____

2 _____

3 _____

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*4.5. **OYZ Rate the Risk and My Personal Goals***

Ties that Bind Activity Sheet

Major Life Areas	**Risks** (How are life areas affected negatively by using or gambling?)	**Benefits** (What are the benefits of not using or gambling?)

Rate the RISKS!

Below are situations in which people are using alcohol, other drugs, or are gambling. Rate them as **HIGH, MEDIUM** or **LOW** risks in terms of physical, social and legal risks. List reasons for your choice.

Your own values, attitudes and beliefs will influence how you rate the risks.

Attitudes how you think and feel about things
Beliefs the things you accept as true
Values the things that are important to you

1 Ten-year-old Corey was hanging out with his older brother Brad and his friends after school. Brad and his friends were smoking cigarettes. They wanted Corey to try. "Just one won't get you hooked," they said. He decided to try smoking for the first time.

❑ High ❑ Medium ❑ Low

2 Marla is 14 years old. Ever since she was 13, her parents let her have a glass of wine with Sunday dinner.

❑ High ❑ Medium ❑ Low

3 Ron and some of his junior high school rugby teammates have a poker game going on the bus on the way to a tournament. Ron is worried the high stakes could leave him short of food money for the five days they'll be away, but he doesn't want to drop out because he's down $45 and needs to win it back.

❑ High ❑ Medium ❑ Low

4 Sandy is out with her friend and her friend's older brother, John. Her friend gets drunk and passes out. Sandy is supposed to be home at midnight. John, who is also drunk, offers her a ride home.

❑ High ❑ Medium ❑ Low

My Personal Goals

List the personal goals that would be at risk by using drugs and/or gambling.

Examples: My school grades would go down and I might not get accepted into university.
My family would lose respect for me and might not trust that I can make wise choices.
I would spend my savings, and this would stop me from buying a car when I turn 16.

1 _____

2 _____

3 _____

5

Compass

Strong, smart and addiction-free.

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5

Compass

(WHOA! model of decision-making)

Goals of session

- Understand why people don't make rational choices regarding substances and gambling, and identify the values and conflicting emotions at work.
- Understand the need for advance planning to anticipate and counter risky situations.
- Introduce the notion of building confidence through a decision-making model.
- Practice the WHOA! model of decision-making: Wait, Have a brain, Options, Action.
- Consider a personal commitment to abstention.

Content and time

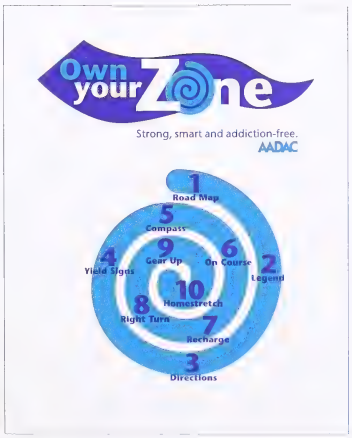
5.1 Destinations: True to your goals (5 min.)
5.2 Slippery when wet: Pressures and emotions at work (5 min.)
5.3 Right of way: WHOA! model of decision-making (30 min.)
5.4 Compass: Who Am I? [Part I] (5 min.)
5.5 Side attractions

Presentation aids

1.1 ***OYZ Envelope*** *(optionally revisited in Section 5.1)*
2.3 ***OYZ Risk Role-Playing Cards*** *(revisited in Section 5.3)*
5.3a ***WHOA! Sheet*** *(handouts for role-plays)*
5.4 ***Who Am I?/My Commitment*** *(handout)*

Supplementary resources

- www.aadac.com
- www.aadac4kids.com
- www.zoot2.com

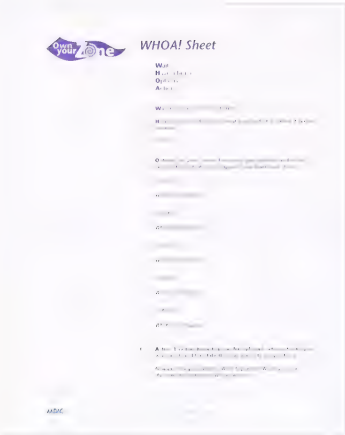


1.1 ***OYZ Envelope***

Lesson plan

5.1 Destinations: True to your goals (5 min.)

Inviting students to draw from their risk inventories (Section **4.5**) or add others as examples, lead a rapid-fire review of personal goals which teens in general might find compromised by the risk of using drugs or gambling. If they are hesitant, invite them to drop a note in the ***OYZ Envelope*** (recall *Aid 1.1*). Write the answers on the board.


WHOA! Sheet

5.3a *WHOA! Sheet*

5.2 Slippery when wet: Pressures and emotions at work (5 min.)

Brainstorm to identify pressures and conflicting emotions at work in the cases noted on the board (Section **5.1**). Examples of these could be:

- self-respect
- independence
- feeling like an adult
- sense of belonging
- fear of not fitting in
- pride (male or female "macho")
- guilt

An example of how emotions could conflict is the fear of not fitting in with a group of friends who smoke, conflicting with a sense of independence, i.e. not wanting others to tell you what to do.

5.3 Right of way: WHOA! model of decision-making (30 min.)

Hand out the copies of the ***WHOA! Sheet*** *(Aid 5.3a)* and present the four-part "WHOA!" model of decision-making (Wait, Have a brain, Options, Action) as follows:

Wait
No matter how urgent it seems, put on the brakes! Stop and think about what is happening in a risky situation before you decide what to do, not after.

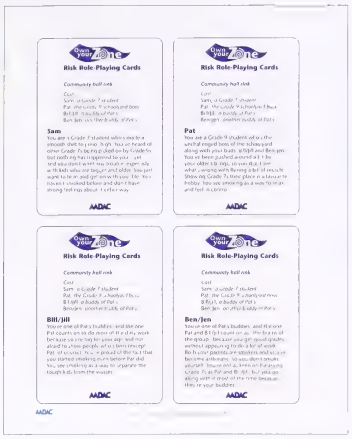
Have a brain
Identify the pressures and emotions at work when you're put on the spot to make a choice about using drugs or gambling. Understanding those forces can help you see beyond the rush of the moment. So think about the conflict or problem, and define it in a sentence.

Options
Consider your options for solving the problem and think about what may happen in each case.

Action
Now pick the option that fits best with your own goals, and take the action that will get you there. Your answer will affect not only how you see yourself (for example, as someone who can make up their own mind), but how others see you and respect you.

Now look at your decision. Ask three questions:

1) What happened?
2) Would you make the same decision again?
3) Why or why not?



5.3b ***Community hall rink***

Now it's time to put the WHOA! model through its paces, starting with a short example for the whole class and then breaking into smaller groups. Invite three volunteers to play the roles in the following situation and provide them with ***OYZ Risk Role-Playing Cards*** *(Aid 2.3)*. Brief the class on the situation and cast:

> Community hall rink
> **Sam** (grade 7 student, wants to fit in with older crowd)
> **Pat** (grade 9 student, hanging with two buddies, goading Sam into having a smoke)
> **Bill/Jill** (aggressive and taunting toward Sam)
> **Ben/Jen** (asthmatic, potentially sympathetic to Sam)

Give the students a moment to digest their roles and have them act out the scenario, starting with their arrival at the community hall rink and ending just before Sam is pushed to provide a final decision. Freeze the action from time to time to trigger discussion to identify the stages of the WHOA! model of decision-making at work. In this situation, you could stop the action to point out the following:

> ***Wait***
> This is an important decision – too important to make on the spur of the moment. Call a time out to give it the thought it deserves.
>
> ***Have a brain***
> Sam should identify the problem here:
>
> > Problem: I want to fit in, but I'm not sure
> > I want to smoke.
>
> Note the conflicting emotions at play here: wanting to fit in versus smoking and maybe harming yourself. A sense of belonging and feelings of guilt for turning someone down are very powerful persuaders. This is why it's so important to have a personal philosophy – a set of values you can fall back on in every situation. We'll have more on this later.
>
> ***Options***
> There are always three options in this type of situation: accept, decline or defer. The best choice is often not the easiest. Sam must be prepared to face the immediate reactions of Pat, Bill/Jill and Ben/Jen – reactions which may well be negative.

Options	***What might happen***
Try smoking	*Pro* • Acceptance by Pat, Bill/Jill and Ben/Jen • Acceptance by rest of older crowd? (Do they smoke, too?) • Side effects of smoking *Con* • What if someone finds out – will Sam get in trouble? • Financial: How much will it cost? • Family: What would parents say?

Refuse smoking

Pro

- Stay clean, avoid side effects
- Avoid possible financial and family fallout
- Know that you're owning your zone – being true to your own and your family values

Con

- Rejection by Pat and buddies
- Rejection by rest of older crowd?

Defer decision

Pro

- Buys time to weigh options
- Buys time to plan reply
- Buys time to consult trusted supporters and maybe talk with Ben/Jen

Con

- May appear evasive and offend?

Action

Given that the reactions to Sam's choice may be negative, Sam's response must be planned carefully. And because Sam will be called on to respond on the spot, (s)he should, wherever possible, consider in advance the likelihood of having to make this kind of decision. The action that Sam takes today will affect not only how Pat, Bill/Jill and Ben/Jen see and treat Sam, but Sam's own image in terms of courage, strength of values and independence.

After the role-play is complete and if time permits, you may wish to ask the students what they think Sam should do. Then ask them for their thoughts on the process and offer your own comments. Ensure people are comfortable with the WHOA! model of decision-making.

For the smaller group portion, remind the class of the situations and roles explored in the context of peer influence (Section **2.3**). Point out that they probably tried ways to say "no" (refusal skills) in their previous role-plays, and they may again today. Point out that you will all pay special attention to these important refusal skills in the next session.

Break the class back into the groups they formed in Session **2** (Section **2.3**) or into new groups. Hand out the original set of ***OYZ Risk Role-Playing Cards*** *(recall Aid 2.3),* and invite them to take a different role than they had last time. Be sure each student has a turn at making a decision using the WHOA! model of decision-making.

Recall that the two scenarios are as follows:

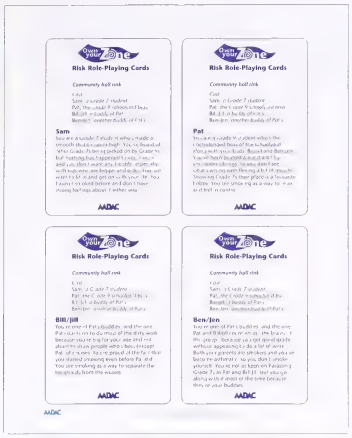
Community hall rink

Sam (Grade 7 student, iffy about use, eager to fit in with older crowd)

Pat (Grade 9 student, hanging with two buddies, goading Sam into having a smoke)

Bill/Jill (aggressive and taunting toward Sam)

Ben/Jen (asthmatic, potentially sympathetic to Sam)


Own your Zone
Risk Role-Playing Cards
Community hall rink
Cast
Sam – a Grade 7 student
Pat – the Grade 9 school bully
Bill/Jill – a buddy of Pat
Ben/Jen – another buddy of Pat
Sam
Pat
Bill/Jill
Ben/Jen
AADAC

2.3 ***OYZ Risk Role-Playing Cards***

Party
Chris (Grade 7 student, slightly inclined to drink, more inclined towards Lee)
Riley (Chris' best friend, shy, sworn off drinking)
Kelly (host of unchaperoned party)
Leslie (party animal, eager to please group with beer)
Lee (Chris' gorgeous classmate, seems to go along with group, eyes Chris' reaction)

Assign a member of each group the task of freezing the action to trigger discussion like the one you just held as a class. Students should feel free to make notes on their WHOA! sheets at those points. Try to monitor each group and contribute suggestions or observations as you see fit.

If you feel it may help, remind them of the five rules of *OYZ* role-plays:

1) Be respectful of your fellow actors.
2) Take a couple of minutes to study the character on the role-play card you receive.
3) Stay in character throughout the role-play, whether or not you would act that way in real life.
4) No pushing, shoving or unwanted physical contact, please.
5) Everybody freezes when the director (you) calls for quiet on the set.

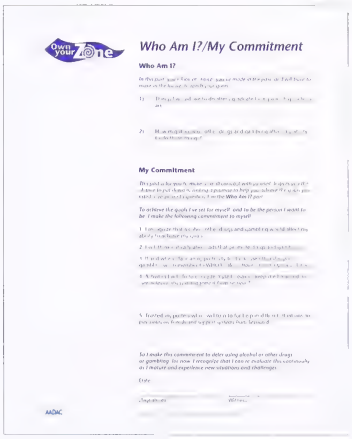
Reconvene the class for the remaining five minutes of this segment and ask each group to share the results of their experiences.

5.4 Compass: Who Am I? [Part I] (5 min.)

Circulate the form, ***Who Am I?/My Commitment*** (*Aid 5.4*). Advise that the contents will remain confidential to each student unless they choose otherwise. Reminding students of their explorations in this session, invite them to use the ***Who Am I?*** part of the form to make notes on:

- their goals after junior high school
- how drugs and gambling would affect their ability to achieve their goals

Then invite them to draw on the first half of their *OYZ* journey to begin considering a personal commitment to abstain from (or at the very least, defer) using drugs or gambling. Later, the bottom part of the form (***My Commitment***) will help them with this.


Own your Zone
Who Am I?/My Commitment
Who Am I?
My Commitment
AADAC

5.4 ***Who Am I?/My Commitment***

5.5 Side attractions

Ask students to complete the ***Who Am I?*** part of the form and check out the ***My Commitment*** part of the form (recall *Aid 5.4*).

Also, invite them to leave a slip naming their creative team and their paired presentation topic in the ***OYZ Envelope*** (recall *Aid 1.1*). Remind them to keep working on their ads and the goal to illustrate a way of saying "no" to risky situations involving drugs or gambling.

WHOA! Sheet

Wait
Have a brain
Options
Action

1. **W**ait a minute. Put on the brakes!

2. **H**ave a brain, and figure out what your conflict is. Define it in one sentence.

   Problem:

3. **O**ptions: List your options for solving your problem and all the possible things that might happen if you make each choice.

   Option A:

   What might happen:

   Option B:

   What might happen:

   Option C:

   What might happen:

   Option D:

   What might happen:

   Option E:

   What might happen:

4. **A**ction: Pick the choice that you feel will lead to the outcome you want most, and then take the right action to get you there.

   Now examine your decision. What happened? Would you make the same decision again? Why or why not?

Who Am I?/My Commitment

Who Am I?

In this part, you'll look at choices you've made in the past, and will have to make in the future, to reach your goals.

1) Things I would like to do after I graduate from junior high school are:

2) How might alcohol, other drugs and gambling affect my ability to do those things?

My Commitment

This part is for you to make a small contract with yourself. It gives you the chance to put down in writing a promise to help you achieve the goals you listed in response to question 1 in the ***Who Am I?*** *part.*

To achieve the goals I've set for myself, and to be the person I want to be, I make the following commitment to myself:

1. I recognize that alcohol, other drugs and gambling would affect my ability to achieve my goals.

2. I will think critically about ads that promote drugs and gambling.

3. If and when I face an opportunity to drink, use other drugs or gamble, I will remember to WHOA! *(Wait, Have a brain, Options, Action).*

4. Activities I will do to energize myself, relax or keep me balanced are *(see notes on stress management from Session 7)*:

5. Trusted supporters who I will turn to for help in difficult situations are *(see notes on friends and support systems from Session 8):*

So I make this commitment to defer using alcohol or other drugs, or gambling, for now. I recognize that I can re-evaluate this continually as I mature and experience new situations and challenges.

Date:

_____ _____

(Signature) Witness

6

On Course

Strong, smart and addiction-free.

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6

On Course
(Refusal skills)

Special preparation
Before this session, you should consider recruiting a local peer role model to attend. Understanding, developing and practising refusal skills make up a critical leg of the OYZ journey, and the additional credibility of a peer role model would be helpful. Your guest could be a graduate of the school who has pursued his/her goals in athletics, the arts, the community or in some other identifiable, resonant way. ***This option should be used only when the appropriate person is available. If you elect to go that route, then please consult with the peer role model in advance to provide any help required in the guest's presentation and to ensure that it is appropriate.***

Goals of session
- Understand the importance of developing effective refusal skills to stay on course with personal goals.
- Practice and improve refusal skills to counter drug use and gambling.

Content and time
6.1 Green light: Healthier living through refusal skills (10 min.)
6.2 Ramping up: Refusal strategies and responses (5 min.)
6.3 Smoother sailing: Refusal skills at work (30 min.)
6.4 Side attractions

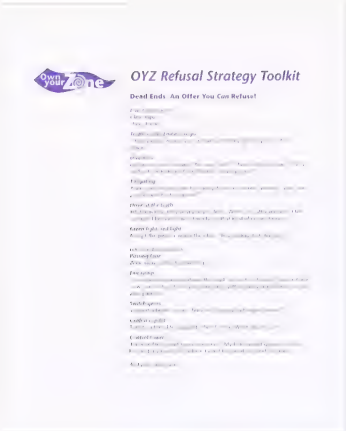
Presentation aids
6.2 ***OYZ Refusal Strategy Toolkit*** *(handout)*
6.3 ***OYZ Refusal Role-Playing Cards*** *(role-playing game)*
2.3 ***OYZ Risk Role-Playing Cards*** *(revisited in Section 6.3)*

Supplementary resources
- www.aadac.com
- www.aadac4kids.com
- www.zoot2.com

Lesson plan

6.1 Green light: Healthier living through refusal skills (10 min.)

Introduce your special guest star, a local peer role model. Invite the latter to talk briefly about his/her experiences and achievements, and specifically, how refusing to use drugs or gambling helped him/her stay on course with his/her goals.


OYZ Refusal Strategy Toolkit

Dead Ends: An Offer You Can Refuse!

6.2 OYZ Refusal Strategy Toolkit

2.3 OYZ Risk Role-Playing Cards

6.2 Ramping up: Refusal strategies and responses (5 min.)

Introduce the notion of finding comfortable ways to refuse drugs or gambling, and that everyone has to find their own comfort zone here. Brainstorm for a few refusal strategies and responses. Examples of responses are:

- Endless loop (repeated as required): "No thanks."
- Diversion (snappy reply): "No way, José."
- Switch gears: "Naw. Why don't we shoot some hoops instead?"

Don't worry about completing the list at this point. When their ideas stop coming, circulate the ***OYZ Refusal Strategy Toolkit*** (*Aid 6.2*) for their reference.

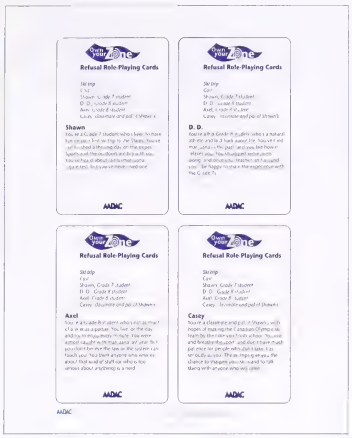
6.3 Smoother sailing: Refusal skills at work (30 min.)

As a class, return to the scenarios from the previous session (Section **5.3**) and pick them up at the moment to work through and resolve them, perhaps using one or more of the refusal strategies coming out of your brainstorm session (Section **6.2** above) and the ***OYZ Refusal Strategy Toolkit*** (recall *Aid 6.2*).

Next, break the class back into the two groups to resume the situation assigned to each previously, with one important difference. Rather than reverting to their prior roles, each member of each group should alternate in the role of either Sam or Chris (depending on the group) and contribute their own refusal strategy. You could hand out the ***OYZ Risk Role-Playing Cards*** (recall *Aid 2.3*):

Community hall rink
Sam (Grade 7 student, iffy about use, eager to fit in with older crowd)
Pat (Grade 9 student, hanging with two buddies, goading Sam into having a smoke)
Bill/Jill (aggressive and taunting toward Sam)
Ben/Jen (asthmatic, potentially sympathetic to Sam)

Party
Chris (Grade 7 student, slightly inclined to drink, more inclined towards Lee)
Riley (Chris' best friend, shy, sworn off drinking)
Kelly (host of unchaperoned party)
Leslie (party animal, eager to please group with beer)
Lee (Chris' gorgeous classmate, seems to go along with group, eyes Chris' reaction)



6.3 ***Refusal Role-Playing Cards***

Additionally or alternatively, you may wish to hand out the ***OYZ Refusal Role-Playing Cards*** (*Aid 6.3*) and have the students try these role-plays as well. Make sure once again that each group member takes a turn (as Shawn or Dale) and uses his or her own refusal strategy.

Ski trip
Shawn (Grade 7, keen on first Stateside ski trip, never tried marijuana, a bit curious)
D. D. (hip Grade 8, natural athlete, laid-back, happy to share a joint)
Axel (Grade 8, partier, lives for the day, doesn't believe the law can touch you)
Casey (pal of Shawn's, hopes to become Olympic skier, no patience for less avid skiers)

Pool table
Harley (Grade 7 pool shark, won lots of money from Max)
Max (Grade 7, talked pal Dale into playing Harley, bet prior losses on game with Dale)
Dale (Grade 7, talked into playing Harley by pal Max)
Jamie (new classmate of Dale's, looks up to Dale, strict family background)

If you feel it is needed, remind them of the five rules of *OYZ* role-plays:

1) Be respectful of your fellow actors.
2) Take a couple of minutes to study the character on the role-play card you receive.
3) Stay in character throughout the role-play, whether or not you would act that way in real life.
4) No pushing, shoving or unwanted physical contact, please.
5) Everybody freezes when the director (you) calls for quiet on the set.

The peer role model and yourself can act as facilitators and resources. Have someone record the responses and announce a contest for the most answers. Then reconvene and have each group share its ideas with the class.

6.4 Side attractions

Refer to the back page of the ***OYZ Refusal Strategy Toolkit*** (recall *Aid 6.2*) and ask students to list strategies and slogans with which they are comfortable. Ask them to invite a parent, other family member, friend, mentor or other trusted supporter to join them in role-playing the scenarios presented in the toolkit. Have them try out their preferred strategies and slogans on their supporters.

Finally, remind them to keep working on their paired presentations aimed at illustrating a skill required to say "no" to drugs or gambling. If you have any concerns or suggestions rising out of your review of their topic slips (Section **5.5**), you may wish to confer with the students involved.

OYZ Refusal Strategy Toolkit

Dead Ends: An Offer You *Can* Refuse!

Direct approaches

Clear sign
"No, thanks."

Traffic circle (Endless loop)
If they persist, repeat your answer until they get the point: "No, thanks."

Diversion
Lighten up your answer: "No way, José!," "Not in this lifetime," "What? And get me kicked off the Olympic rowing team?"

Tailgating
If they get on your case by asking if you're chicken, answer: "Why, are you chicken to do it alone?"

Drive at the truth
Tell them how they've made you feel. "When you offer me that, I feel harrassed because I'm not ready for that kind of commitment."

Green light, red light
Accept the person, reject the offer. "You're okay, but that isn't."

Less direct approaches

Passing lane
Walk away without answering.

Exit ramp
If you can see pressure down the road, bail out of it now. If you're there now, veer out of it or if you need help getting away, ask a friend or call your parents.

Switch gears
Suggest a better route: "Naw, let's go grab a burger instead."

Grab a copilot
Turn to a friend for support: "Not for me. What about you?"

Control tower
If all else fails, plead superior orders. "My folks would ground me for life, and my room isn't where I want to spend the next 65 years."

Add your ideas here:

Role-playing scenarios

Try these with a parent, other family member, buddy, mentor or other trusted supporter. Feel free to use any of the strategies listed on this sheet, or some others of your own.

Convenience store

You
High school grad, offers to buy you beer

Buddy's house, watching TV

You
Classmate, lights up cigarette, offers you a smoke

Movie theatre

You
Older sibling, shows up to drive you home, has been drinking

Concert

You
Lead vocalist, local grad made good, invites you to share a joint at a backstage party

Family wedding

You
Aunt/Uncle, offers you champagne for the toast

Add your strategies here:

Refusal Role-Playing Cards

Ski trip
Cast
Shawn, *Grade 7 student*
D. D., *Grade 8 student*
Axel, *Grade 8 student*
Casey, *classmate and pal of Shawn's*

Shawn

You're a Grade 7 student who's keen to have fun on your first ski trip to the States. You've just finished a thrilling day on the slopes. Sports and the outdoors are big with you. You've heard about joints (marijuana cigarettes), but you've never tried one.

AADAC

Refusal Role-Playing Cards

Ski trip
Cast
Shawn, *Grade 7 student*
D. D., *Grade 8 student*
Axel, *Grade 8 student*
Casey, *classmate and pal of Shawn's*

D. D.

You're a hip Grade 8 student who's a natural athlete and laid-back about life. You've tried marijuana in the past, and you like how it relaxes you. You smuggled some joints along, and once your teacher isn't around, you'll be happy to share the experience with the Grade 7s.

AADAC

Refusal Role-Playing Cards

Ski trip
Cast
Shawn, *Grade 7 student*
D. D., *Grade 8 student*
Axel, *Grade 8 student*
Casey, *classmate and pal of Shawn's*

Axel

You're a Grade 8 student who's not as much of a skier as a partier. You live for the day and try to enjoy every minute. You were almost caught with marijuana last year, but you don't believe the law or the system can touch you. You think anyone who worries about that kind of stuff (or who is too serious about anything) is a nerd.

AADAC

Refusal Role-Playing Cards

Ski trip
Cast
Shawn, *Grade 7 student*
D. D., *Grade 8 student*
Axel, *Grade 8 student*
Casey, *classmate and pal of Shawn's*

Casey

You're a classmate and pal of Shawn's with hopes of making the Canadian Olympic ski team by the time you finish school. You live and breathe the sport, and don't have much patience for people who don't take it as seriously as you. The ski trips give you the chance to sharpen your skills and to talk skiing with anyone who will listen.

AADAC

Refusal Role-Playing Cards

Pool table
Cast
Harley, *Grade 7 pool shark*
Max, *Grade 7 pool victim*
Dale, *Grade 7 student*
Jamie, *Grade 7 transfer student*

Harley

You're already a whiz at pool, having learned from your dad, who was a semi-pro. You see pool as your ticket to success, and you've spent lots of time reading up on, and practising, your game. Last year, you figured out that there's money to be made at this, so you've been quietly betting on the outcome of your games and doing quite well at it.

AADAC

Refusal Role-Playing Cards

Pool table
Cast
Harley, *Grade 7 pool shark*
Max, *Grade 7 pool victim*
Dale, *Grade 7 student*
Jamie, *Grade 7 transfer student*

Max

You're Dale's best friend, and proud of your ability to do just about anything. So you weren't happy about Harley beating you out at pool, and then double or nothing on two more games. Harley has your cash and you'd like nothing more than to get it back. So you've talked Dale into taking on Harley, and gone double or nothing again with Harley if Dale wins.

AADAC

Refusal Role-Playing Cards

Pool table
Cast
Harley, *Grade 7 pool shark*
Max, *Grade 7 pool victim*
Dale, *Grade 7 student*
Jamie, *Grade 7 transfer student*

Dale

You're an average kid who's mighty handy with a pool cue. You're not as flashy about it as Harley, but you feel you might be able to hold your own in a game. Your mom buys lottery tickets every week and your dad sells raffle tickets, so the idea of betting isn't new, but you've never bet your own money before, never mind your best friend's. So when Harley offers to bet ten bucks, plus Harley's winnings off Max, on the game, you're not sure what to do.

AADAC

Refusal Role-Playing Cards

Pool table
Cast
Harley, *Grade 7 pool shark*
Max, *Grade 7 pool victim*
Dale, *Grade 7 student*
Jamie, *Grade 7 transfer student*

Jamie

You're a classmate of Dale's. You've recently transferred to the school, and Dale has taken you under his/her wing, so you look up to Dale and hang around whenever you can. You come from a strict family background, so you're uncomfortable about things like gambling.

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7

Recharge

Strong, smart and addiction-free.

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7

Recharge

(Stress management)

Special preparation

Before this session, you should consider recruiting a specialist in the area of helping young people manage stress. Suitable candidates might be people such as the school guidance counsellor, a Career and Life Management (CALM) teacher from within or outside the school, a therapist, a nurse or other community health professional.

Goals of session

- Understand stresses arising to motivate the use of substances and gambling.
- Identify the need to decompress, personal activities which support it and factors promoting resiliency (resistance to risk).
- Practice and improve stress management skills to counter drug use and gambling.

Content and time

7.1 Acceleration: Review of personal refusal strategies (5 min.)
7.2 Soft shoulders: Stresses motivating use and gambling (10 min.)
7.3 Steel-grip tires: Stress management skills/Cultivating resiliency (20 min.)
7.4 Rest stops: Decompression tactics and benefits (10 min.)
7.5 Side attractions (allow time for students to work on TV ad presentation)

Presentation aids

6.2 ***OYZ Refusal Strategy Toolkit*** *(revisited in Section 7.1)*

Supplementary resources

- www.aadac.com
- www.aadac4kids.com
- www.zoot2.com

Lesson plan

7.1 Acceleration: Review of personal refusal strategies (5 min.)

Lead a rapid-fire review of favourite personal strategies and slogans from students' ***OYZ Refusal Strategy Toolkit*** (recall *Aid 6.2*). Encourage students to add to their lists by including appealing ones that they encounter today and in the future. Ask them to bring these toolkits to the next session for another activity.

OYZ Refusal Strategy Toolkit

Dead Ends: An Offer You Can Refuse!

6.2 *OYZ Refusal Strategy Toolkit*

7.2 Soft shoulders: Stresses motivating use and gambling (10 min.)

Introduce your guest star, the stress management professional. Invite the guest to talk briefly about his/her experiences with Grade 7 students, and specifically, how students' finding outlets for their daily stresses helps strengthen them against the kinds of stresses that can motivate the use of drugs or gambling – apart from many other benefits such as physical fitness and mental development.

If time permits, your guest may wish to lead a brainstorming session on what some of these stresses might be. Such stresses might include things like:

- the need to get good grades
- being bullied at school
- fitting in
- boredom
- problems at home
- problems or uncertainties in relationships
- loss of a loved one
- change in life situation (e.g., moving to a new place, divorce)

7.3 Steel-grip tires: Stress management skills/Cultivating resiliency (20 min.)

Split the class into two halves, with one playing the role of a TV reporter and the other a celebrity interviewee (celebrity should be known for healthy lifestyle choices). Have the reporters mill about the room, corralling interviewees and seeking ideas from interviewees on how to relax, unwind or beat stress, and writing down their responses. These ideas could be activities such as:

- going for a run
- reading
- listening to music
- grabbing a snack with friends
- visiting grandparents

After 10 minutes, ask the reporters to share their findings with the entire class. If time permits, invite your guest to lead a discussion on the results, concluding by emphasizing the importance of down time and leisure as fuel for beating the stresses of Grade 7 and beyond.

7.4 Rest stops: Decompression tactics and benefits (10 min.)

Working with your guest, demonstrate one or more stress-busting exercises. This could include:

Deep breathing
Sitting straight in a chair, place one hand on your stomach and breathe in *slowly* and *deeply* through your nose, counting to 8. Hold the breath for a count of 5, extending your abdomen as far out as comfortably possible. Then exhale slowly through your mouth to a count of 8. Repeat 2-5 times. The key is to slow down your breathing, the direct opposite of the hyperventilating we do when we're upset.
(Adapted from http://www.allsands.com/Health/deepbreathingh_raa_gn.htm)

Visualizing
Close your eyes. Think of a special place where you feel peaceful and comfortable, such as a forest, a lake or a favourite room. Scan every detail in your mind's eye. Next, recall the sounds you hear there and replay them a few times to get the rhythm. Then add the smells; breathe in and imagine you're smelling them now. Then ask what you feel to the touch, and whether you feel warm or cool. Finally, add a taste that you might experience there. Put all your senses to work as you re-experience your special place. When you are ready, open your eyes. Stand up, lift your arms over your head and stretch, then drop your arms and shake them out.
(Adapted from http://ny.essortment.com/easyrelaxation_rggv.htm)

Jumping jacks
Standing far enough apart, hands by your side, move your hands and feet at the same time so your feet jump outwards while your hands rise in an arc to reach a height above your shoulder level. In rapid succession, reverse these simultaneous motions so your feet and hands return to their starting positions, and repeat the procedure in 2-5 sets of 30 or 60 seconds, with 10 seconds rest between each set.

Have the students try the exercises themselves. If possible, you may wish to do this section in the school gym. When you're done, remind everyone that these exercises are examples of ways to beat the kinds of stresses that could lead to unhealthy choices such as using drugs or gambling.

7.5 Side attractions

Invite the students to sketch pictures of between 3-5 favourite activities, one per page, that they do to keep them sane and happy. These could include things like sports, hobbies or volunteer work. Ask them to invite a parent, other family member, friend, mentor or other trusted supporter to help them fill out the list to between 8-10.

Remind them to bring their ***OYZ Refusal Strategy Toolkit*** (recall *Aid 6.2*) to the next session. They'll be doing some team role-playing.

Finally, remind them to keep working on their paired presentations. You may wish to point out that show time is in only three more sessions, so their ads should be starting to take shape by now.

8

Right Turn

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Right Turn

(Friends and support systems)

Special preparation

Before this session, you should consider recruiting a local peer role model to attend, whether it is the one who came to Session 6 or someone new. As this session concerns the importance of friends and support systems, the additional credibility of a peer role model would be helpful. As previously, your guest could be a graduate of the school who has pursued his/her goals in athletics, the arts, the community or in some other identifiable, resonant way. ***Again, this option should be used only when the appropriate person is available. If you elect to go that route, consult with the peer role model in advance to provide any help required in the guest's presentation and to ensure that it is appropriate.***

Goals of session

- Identify positive friendships, role models and personal support systems.
- Define gaps in existing support systems and the need to fill these gaps.
- Improve skills for evaluating friendships and maintaining a good support system.

Content and time

8.1 More rest stops: Review of stress-busters (5 min.)
8.2 Good mechanics: Positive friendships, role models and support systems (25 min.)
8.3 Co-pilots: Teamed refusal skills (15 min.)
8.4 Side attractions

Presentation aids

1.1 ***OYZ Envelope*** *(optionally revisited in Section 8.2)*
6.2 ***OYZ Refusal Strategy Toolkit*** *(revisited in Section 8.4)*
5.4 ***Who Am I?/My Commitment*** *(revisited in Section 8.4)*
8.3 ***OYZ Teamed Role-Play Roster*** *(role-playing game)*

Supplementary resources

- www.aadac.com
- www.aadac4kids.com
- www.zoot2.com

Lesson plan

8.1 More rest stops: Review of stress-busters (5 min.)

Lead a rapid-fire review of favourite personal activities from students' pictured stress-busting activities (Section **7.5**). Encourage them to add to their catalogues by including appealing ones that they hear today and discover in the future. You could either sketch out their suggestions yourself quickly, or invite the students to submit an original for posting in the classroom to serve as reminders.

1.1 OYZ Envelope

8.2 Good mechanics: Positive friendships, role models and support systems (25 min.)

If you have brought in a peer role model as a special guest star, introduce the guest and invite him/her to talk briefly about his/her own experiences with friends and supporters, and specifically, how those people helped him/her cope with stress and achieve personal goals. Otherwise, if there is no special guest, share some experiences of your own.

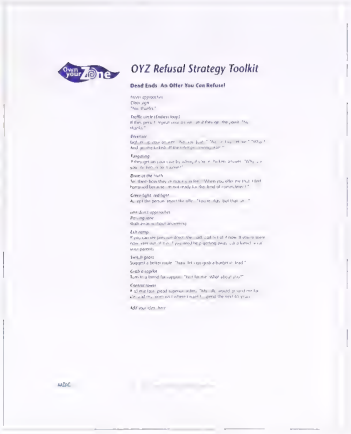
Next, break the class into groups of four or five, and ask the students to identify and list some of the qualities that they look for in positive, supportive friendships. Please emphasize that they should not name classmates they like or don't like, and that we're looking at behaviours, not individuals. These qualities could include:

- positive outlook
- trustworthiness
- loyalty
- consideration
- courage
- kindness
- compassion for others
- energy
- sense of fun
- sense of humour
- cool interests and hobbies
- responsibility
- fairness
- discretion

Next, ask each group to identify some of the qualities – again, not specific people – that they would not want to have in a friend, and why they might find those qualities harmful. (You might ask the class to form new groups of four or five for this purpose.) Ask them to record their lists of "not so good" qualities on a separate page. If you sense resistance to discussing not so good qualities, you may use the ***OYZ Envelope*** (recall *Aid 1.1*) to collect answers confidentially and discuss them as a class. In either case, these qualities could include:

- negative outlook
- selfishness
- cowardliness
- coldness to others
- disloyalty
- rudeness
- unreliability
- irresponsibility
- suspicion
- rudeness
- unfairness
- meanness

Finally, reconvene the class and ask each group to share its findings. You may wish to write the positive and negative qualities down on the



6.2 ***OYZ Refusal Strategy Toolkit***

board, and identify common themes and values running through the students' responses. Note that each of us has both some of the good qualities and some of the not so good qualities.

Also point out that friends respect each other's wishes, and try to look out for each other, so people who don't respect your choices to avoid drinking or other drugs, or gambling, are probably not acting in your best interests.

8.3 Co-pilots: Teamed refusal skills (15 min.)

Have the students arm themselves with their OYZ Refusal Strategy Toolkit (recall *Aid 6.2*) and break into groups of four. Explain that they'll do "two on two" case studies in which two grade 7 buddies, one a curious experimenter and the other more cautious, encounter two other people and the opportunity to use or gamble. Review the following situations, hand out the ***OYZ Teamed Case Study Roster*** *(Aid 8.3)* and invite each group to discuss at least two of them. Each group should decide how the supporting buddy (Buddy B) can demonstrate positive friendship qualities and how the other buddy (Buddy A) will use a refusal strategy. They are to suggest the exact dialogue and body language to be used. A summary of the case studies is as follows:

Convenience store
Buddy A, a curious experimenter
Buddy B, a more cautious type
High school grad, offers to buy them beer
High school grad's gorgeous date, whom buddies want to impress

Buddy's house, watching TV
Buddy A, a curious experimenter
Buddy B, a more cautious type
Classmate #1, lights up cigarette, offers everyone a smoke
Classmate #2, accepts the smoke

Movie theatre
Buddy A, an experimenter and adventurous type
Buddy B, a more cautious type
One buddy's older sibling, who shows up to drive them home, has been drinking
Other buddy's date, who must hurry home to beat curfew

Concert
Buddy A, a curious experimenter
Buddy B, a more cautious type
Lead vocalist, local grad made good, invites them to share a joint at a backstage party
Buddies' classmate, really wants to go to the party

Family wedding
Buddy A, a curious experimenter
Buddy B, a more cautious type
Aunt Maude, offers them champagne for the toast
Uncle Zack, believes they should be allowed to drink like adults

8.3 ***OYZ Teamed Case Study Roster***

Who Am I? My Commitment

5.4 *Who Am I?/My Commitment*

After the groups have completed their discussions, have each group share their solutions with the whole class. Then summarize how supportive friends can make it easier to make healthy lifestyle choices.

8.4 Side attractions

Ask the students to revisit their ***Who Am I/My Commitment*** form (recall *Aid 5.4*) in light of what they have explored over the last three parts of the *OYZ* journey. Invite them to complete sections 4 and 5, and to bring in their forms for another look at the next session. They may share them if they wish, but are not required to do so.

Again, remind them that they should be getting close to completing their paired presentations. Invite them to draw on the preceding revisiting of refusal skills (Section **8.3**) for that final spark of inspiration.

OYZ Teamed Case Study Roster

Convenience store

Buddy A, *a curious experimenter*
Buddy B, *a more cautious type*
High school grad, *offers to buy them beer*
High school grad's gorgeous date, *whom buddies want to impress*

Buddy's house, watching TV

Buddy A, *a curious experimenter*
Buddy B, *a more cautious type*
Classmate #1, *lights up cigarette, offers everyone a smoke*
Classmate #2, *accepts the smoke*

Movie theatre

Buddy A, *an experimenter and adventurous type*
Buddy B, *a more cautious type*
One buddy's older sibling, *who shows up to drive them home, has been drinking*
Other buddy's date, *who must hurry home to beat curfew*

Concert

Buddy A, *a curious experimenter*
Buddy B, *a more cautious type*
Lead vocalist, *local grad made good, invites them to share a joint at a backstage party*
Buddies' classmate, *who really wants to go to the party*

Family wedding

Buddy A, *a curious experimenter*
Buddy B, *a more cautious type*
Aunt Maude, *who offers them champagne for the toast*
Uncle Zack, *who believes they should be allowed to drink like adults*

9

Gear Up

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Gear Up

(Consolidation and commitment)

Goal of session

- Revisit, consolidate and energize personal commitments to abstention.

Content and time

9.1 Roadmap revisited: Group quiz (20 min.)
9.2 Compass: Who Am I? [Part II] (20 min.)
9.3 Gearing up: Pre-celebration preparation (5 min.)
9.4 Side attractions

Presentation aids

1.2a ***OYZ Intro*** *(overheads or PowerPoint presentation, optionally revisited in Section 9.1)*
9.1a ***OYZ Quiz Scoresheet*** *(for your scorekeeper)*
9.1b ***OYZ Quiz*** *(for your quizmaster)*
9.2a ***Jo(e) Ball, the Official OYZ Mascot*** *(a ping-pong ball or a ball of paper for your demo)*
9.2b ***Official OYZ Wind-Blowers*** *(straws to be handed out for the demo)*
5.4 ***Who Am I?/My Commitment*** *(revisited in Section 9.2)*
9.3 ***OYZ Playbill*** *(for you to set the order of the paired presentations in Session 10)*

Supplementary resources

- www.aadac.com
- www.aadac4kids.com
- www.zoot2.com

Lesson plan

9.1 Roadmap revisited: Group quiz (20 min.)

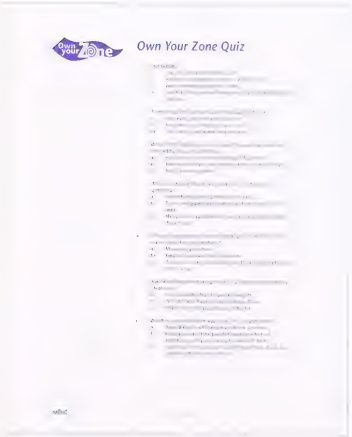
You may wish to return to the opening presentation ***OYZ Intro*** (recall *Aid 1.2a*) as a preliminary review of the journey you have all taken together.

Appoint a quizmaster to lead a rapid-fire review of some key points of the program and the skills developed en route. Then ask for six volunteers to make up competing teams of three students each. Ensure everyone understands that active participation by the studio audience (the rest of the class) – calling out their votes for correct answers – is essential. Invite another student volunteer to keep score using the ***OYZ Quiz Scoresheet*** (*Aid 9.1a*).

Invite your quizmaster to blaze through the multiple-choice questions for each team contained in the ***OYZ Quiz*** (*Aid 9.1b*), reading the list of possible answers to Team 1's first question, and pausing to allow time for team conferencing, as well as active encouragement and hints from the studio audience. After the team provides its answer, ***you*** reveal the correct one, along with any explanatory tidbits provided

1.2a ***OYZ Intro***

9.1a ***OYZ Quiz Scoresheet***



9.1b ***OYZ Quiz***

with that question in the notes on your quiz paper. Then move on to Team 2's first question and repeat the procedure until the questions are completed.

The quiz questions are as follows, with the correct answers and explanatory text noted in **bold**:

1. Three things that successful advertisers appeal to are:
   a) Your eyes, your ears and your nose
   b) Your head, your heart and your trust
   c) Your vanity, your greed and your envy

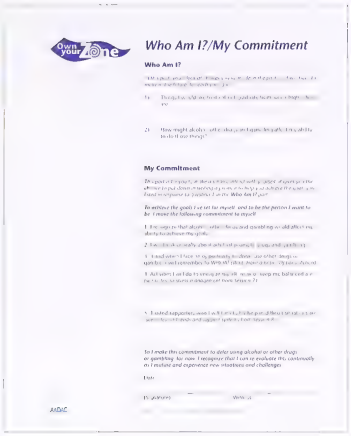
2. Which of the following are not major life areas that could be affected by drugs or gambling?
   a) Your home, your health and your schoolwork
   b) Your relationships, your finances and your legal status
   c) Your TV-viewing habits

3. Which is a more effective way to say "no" to drugs and gambling?
   a) Pretend drugs and gambling don't exist
   b) Try to anticipate risky situations and have your answer ready
   c) Hang out with people who don't know anything about these things **[Not knowing is not the same as respecting your choices and acting in your best interests]**

4. Which of the following can help build up your resistance to the risk of using drugs or gambling?
   a) Managing your stress
   b) Keeping busy with lots of activities **[If not managed, this can burn you out and make you more susceptible to risk]**
   c) Avoiding contact with people you think might lead you to those areas

5. A workable decision-making model to avoid possibly unhealthy situations is:
   a) GO: Generate ideas, Organize thoughts
   b) WHOA!: Wait, Have a brain, Options, Action
   c) YIELD: Yes Is Every Lad's and Lass' Dilemma

6. Which is a more effective way to say "no" to addictions?
   a) Associate only with people you know are clean
   b) Read up on all of the possible negative effects of addictions until you're ready to swear off them **[Better to think in terms of benefits of abstention]**
   c) Figure out what you want out of life and how drugs and gambling might mess with that



Own your Zone

Who Am I?/My Commitment

Who Am I?

My Commitment

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5.4 ***Who Am I?/My Commitment***

7. Which of these is the best thing to take out of the role-plays we did here?
   a) It helps to know what's going on in the other players' heads **[Yes, but this doesn't reduce the vital need to be prepared]**
   b) It helps to be prepared for risky situations
   c) It helps to be careful who you hang out with

8. If you had to summarize the skills you've learned, which comes closest?
   a) Being disciplined
   b) Taking control
   c) Knowing yourself

When the quiz is done, ask the scorekeeper to reveal the final score. Congratulate the winning team, the runner-ups and the audience.

9.2 Compass: Who Am I? [Part II] (20 min.)

Deploying ***Jo(e) Ball, the Official OYZ Mascot*** (*Aid 9.2a*) (a ping-pong ball or a ball of paper), the ***Official OYZ Wind-Blowers*** (*Aid 9.2b*) (straws) and a reasonably large, open and flat surface (4-6 desks pushed together will do), gather the students around the surface. As you set Jo(e) in the centre of the surface and circulate a wind-blower to each student, explain the importance of knowing who you are, who you want to be and having a personal philosophy and commitment to guide you. Then tell them Jo(e) is on his or her way somewhere, and give them the green light to blow wind at Jo(e), who should drift in all directions as a result.

After a minute of blowing and drifting, invite observations from the class. They should have connected their situation to that of Jo(e)'s journey. If they don't have a strong engine (idea of who they are) and a strong sense of direction (where they want to go), their travels will forever be guided by whatever wind blows their way.

Finally, ask students to return to their seats and pull out their ***Who Am I/ My Commitment*** form (recall *Aid 5.4*). Invite them to take a minute to review what they wrote and to make changes as they see fit.

You may wish to talk about a similar commitment you might have made at an earlier point in your life, or while preparing to tour-guide this course. Invite students to share their reflections on your in-class journey together, and if they feel comfortable, their own personal commitments to abstaining from, or at least deferring, drinking, using drugs or gambling.

9.3 *OYZ Playbill*

9.3 Gearing up: Pre-celebration preparation (5 min.)

Set out the agenda for the celebration which will take up the final in-class session of *OYZ*:

1. Each paired team will do their one- or two-minute *OYZ* TV ad demonstrating a refusal skill, or way of saying "no," that they have learned during the sessions.

Here you may wish to canvas the class for suggestions as to the order in which they wish to present. This could be determined by inviting volunteers or by your picking them at random. In either case, you may fill out the ***OYZ Playbill*** (*Aid 9.3*) for later reference.

2. Finally, you'll kick off the preparation for the *OYZ* follow-up celebration that they will have in a few months.

If time permits, give students the opportunity to break into their pairs to plot their final preparations for their presentations.

9.4 Side attractions

Invite the students to have another look through all the material they have collected and produced during their *OYZ* journey. Suggest that they return to it as needed.

Reveal that you will be their warm-up act during the next session's celebration, with a presentation of your own!

OYZ Quiz Scoresheet

Please record check mark for each correct answer, then count check marks for each team's score.

Question #	**Team 1**	**Team 2**
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
Totals	_____	_____

Own Your Zone Quiz

Instructions:

1. *Ask your scorekeeper to keep score.*
2. *Read odd-numbered questions to Team 1, and even-numbered questions to Team 2.*
3. *Your OYZ tour guide will reveal the correct answer after each question.*

1. Three things that successful advertisers appeal to are:
   a) Your eyes, your ears and your nose
   b) Your head, your heart and your trust
   c) Your vanity, your greed and your envy

2. Which of the following are not major life areas that could be affected by drugs or gambling?
   a) Your home, your health and your schoolwork
   b) Your relationships, your finances and your legal status
   c) Your TV-viewing habits

3. Which is a more effective way to say "no" to drugs and gambling?
   a) Pretend drugs and gambling don't exist
   b) Try to anticipate risky situations and have your answer ready
   c) Hang out with people who don't know anything about these things

4. Which of the following can help build up your resistance to the risk of using drugs or gambling?
   a) Managing your stress
   b) Keeping busy with lots of activities
   c) Avoiding contact with people you think might lead you to those areas

5. A workable decision-making model to avoid possibly unhealthy situations is:
   a) GO: Generate ideas, Organize thoughts
   b) WHOA!: Wait, Have a brain, Options, Action
   c) YIELD: Yes Is Every Lad's/Lass' Dilemma

6. Which is a more effective way to say "no" to addictions?
   a) Associate only with people you know are clean
   b) Read up on all of the possible negative effects of addictions until you're ready to swear off them
   c) Figure out what you want out of life and how drugs and gambling might mess with that

7. Which of these is the best thing to take out of the role-plays we did here?
   a) It helps to know what's going on in other people's heads
   b) It helps to be prepared for risky situations
   c) It helps to be careful who you hang out with

8. If you had to summarize the skills you've learned, which comes closest?
   a) Being disciplined
   b) Taking control
   c) Knowing yourself

OYZ Playbill

#	Student team	Title/Topic
1	•	•
	•	
2	•	•
	•	
3	•	•
	•	
4	•	•
	•	
5	•	•
	•	
6	•	•
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7	•	•
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8	•	•
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9	•	•
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10	•	•
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11	•	•
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12	•	•
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13	•	•
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14	•	•
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15	•	•
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16	•	•
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17	•	•
	•	
18	•	•
	•	
19	•	•
	•	
20	•	•
	•	

10

Homestretch

Strong, smart and addiction-free.

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10

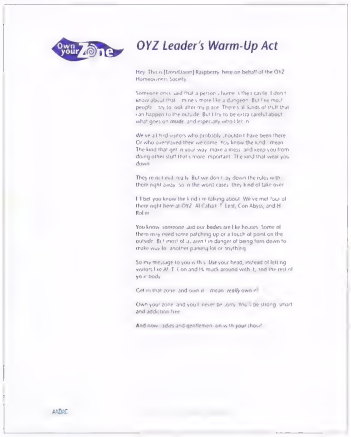
Homestretch
(Celebration)

Special preparation
Before this session, you should consider arranging to hold it in a place like a music room, stage or gym, which can accommodate more noise than a typical classroom. You should also consider inviting key school staff and people who have contributed to the delivery of this program.

Goals of session
- Celebrate the empowering skills explored during the previous 10 sessions.
- Lay the foundation for the students' follow-up celebration.

Content and time
10.1 Destination ahead: Paired presentations/Presentation of certificates (40 min.)
10.2 Next lap: Launch of follow-up celebration (5 min.)

Presentation aids
10.1a ***OYZ Leader's Warm-Up Act*** *(your 2-minute presentation)*
9.3 ***OYZ Playbill*** *(for use in Section 10.1)*
10.1b ***OYZ Certificate*** *(for all student participants)*
10.2 ***OYZ Event Planner*** *(booster planning guide for students)*


OYZ Leader's Warm-Up Act

10.1a ***OYZ Leader's Warm-Up Act***

OYZ Playbill

9.3 ***OYZ Playbill***

Lesson plan

10.1 Destination ahead: Paired presentations/Presentation of certificates (40 min.)

Welcome everyone to the *OYZ* celebration and invite an enthusiastic student volunteer to introduce you in true show-biz style. Then, using the ***OYZ Leader's Warm-Up Act*** (*Aid 10.1a*) or one of your own creation, perform your brief presentation.

Next, introduce the first presentation pair in the order agreed on during the previous session, i.e. either at random or following the ***OYZ Playbill*** (recall *Aid 9.3*). You'll need the playbill in any case to keep track of the pairings. Lead applause when the pair is done, then present the ***OYZ Certificates*** (*Aid 10.1b*) inscribed for each of those two students. Repeat this procedure until each pair has presented and been recognized.

10.2 Next lap: Launch of follow-up celebration (5 min.)

Now for the grand finale. Refer to the ***OYZ Event Planner*** (*Aid 10.2*), which gives the students the tools they'll need to plan their follow-up celebration. This event will remind them of what they accomplished in their *OYZ* journey, and re-energize their commitment to make healthy lifestyle choices in the long run.

10.1b *OYZ Certificate*

10.2 *OYZ Event Planner*

Announce that you will leave a few planners in class. You may wish to display the contents:

- a poster to advertise the event
- a brochure listing hints to planning a successful event

The brochure contains helpful suggestions on:

- getting started ("eyes on the prize")
- charting your course
- choosing your crew
- promoting ("putting up the signs")
- keeping things running ("moving right along")
- raising school spirit, awareness, support and funds
- staying on course with a checklist and an evaluation form

With that, you have reached the end of this journey. Thank the teacher (if it's not you), and especially thank and congratulate the students. Wish them well in their travels, and in their ongoing quest to *own their zone,* and stay *strong, smart and addiction free.*

OYZ Leader's Warm-Up Act

Hey. This is [Don/Dawn] Raspberry, here on behalf of the OYZ Homeowners Society.

Someone once said that a person's home is their castle. I don't know about that – mine's more like a dungeon. But like most people, I try to look after my place. There's all kinds of stuff that can happen to the outside. But I try to be extra careful about what goes on ***inside***, and especially who I let in.

We've all had visitors who probably shouldn't have been there. Or who overstayed their welcome. You know the kind I mean. The kind that get in your way, make a mess, and keep you from doing other stuff that's more important. The kind that wear you down.

They're not evil, really. But we don't lay down the rules with them right away. So in the worst cases, they kind of take over.

I'll bet you know the kind I'm talking about. We've met four of them right here at OYZ: Al Cahall, T. Leaf, Con Abyss, and Hi Roller.

You know, someone said our ***bodies*** are like houses. Some of them may need some patching up or a touch of paint on the outside. But most of us aren't in danger of being torn down to make way for another parking lot or anything.

So my message to you is this. ***Use*** your head, instead of letting visitors like Al, T, Con and Hi muck around with it, and the rest of your body.

Get in that zone, and own it. I mean, ***really*** own it!

Own your zone, and you'll never be sorry. You'll be strong, smart, and addiction-free.

And now, ladies and gentlemen, on with ***your*** show!

Own your Zone

Strong, smart and addiction-free.

AADAC

This certifies that _____

Name

has completed a pioneering 10-part journey towards healthy lifestyle choices, and is entitled to all the wonderful rights, benefits and privileges that go with owning your zone!

_____ _____

Date **Own Your Zone** ***Tour Guide***

Appendix A

Health and Life Skills, English Language Arts, Social Studies and Drama

Comparison of *Own Your Zone* Grade 7 Curriculum and Grade 7 Specific Outcomes as outlined in the Alberta Learning *Program of Studies: Elementary Schools*

Health and Life Skills

WELLNESS CHOICES: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Students will:

Specific Outcome	*Description*	*Own Your Zone*
W-7.1	Compare personal health choices to standards for health (e.g., physical activity, nutrition, relaxation, sleep, reflection)	Session 4
W-7.4	Analyze the messages and approachesused by the media to promote certainbody images and lifestyle choices	Session 3
W-7.6	Analyze social factors that may influence avoidance and/or use of particular substances	Sessions 2 and 5
W-7.10	Identify and examine potential sources of physical/emotional/ social support	Session 8
W-7.11	Identify characteristics of resiliency (e.g., problem-solving skills, positive self-esteem, social bonding)	Sessions 5, 6 and 8

RELATIONSHIP CHOICES: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Students will:

Specific Outcome	*Description*	*Own Your Zone*
R-7.2	Analyze the need for short-term and long-term support for emotional concerns (e.g., family, friends, schools, professionals)	Sessions 2, 5 and 8
R-7.3	Identify sources of stress in relationshipsand describe positive methods of dealing with such stressors (e.g., change, loss, discrimination, rejection)	Session 7
R-7.4	Analyze and practise constructive feedback (e.g., giving and receiving)	Sessions 2, 5, 6 and 8
R-7.5	Examine the characteristics of healthy relationships and develop strategies tobuild and enhance them (e.g., peer, opposite sex)	Sessions 4 and 8

LIFE LEARNING CHOICES: Students will use resources effectively to manage and explore life roles and career opportunities and challenges

Students will:

Specific Outcome	*Description*	*Own Your Zone*
L-7.3	Decide between choice and coercion in decision-making for self and others(e.g., demonstrate a willingness to accept "no" from others)	Sessions 2, 5, 6 and 8
L-7.4	Revise short-term and long-term goals and priorities based on knowledge ofinterests, aptitudes and skills (e.g., personal, social, leisure, family, community)	Sessions 4 and 5

English Language Arts

GENERAL OUTCOME 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Students will:

Specific Outcome	*Description*	*Own Your Zone*
1.1 Discover and explore	Expressing ideas and developing understanding	Sessions 2 through 10 inclusive
	Experimenting with language and forms	Session 3 and unit project
1.2 Clarify and extend	Considering others' ideas	Interactive activities and discussions throughout unit
	Combining ideas	Sessions 2 through 10 inclusive
	Extending understanding	Interactive activities, small group and class discussions throughout unit, and unit project

GENERAL OUTCOME 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Students will:

Specific Outcome	*Description*	*Own Your Zone*
2.1 Use Strategies and cues	Using prior knowledge	Interactive activities, and cues small group and class discussions and written assignments
2.2 Respond to texts	Appreciating the artistry of texts	Session 3
2.3 Understand forms, elements and techniques	Understanding techniques and elements	Session 3 and unit project
2.4 Create original text	Generating ideas	Interactive role-plays throughout unit and final project
	Elaborating on the expression of ideas	Interactive role-plays throughout unit and final project
	Structuring texts	Interactive role-plays throughout unit and final project

GENERAL OUTCOME 3: Students will listen, speak, read, write, view and represent to manage ideas and information.
Students will:

Specific Outcome	*Description*	*Own Your Zone*
3.1 Plan and focus	Focusing attention	Unit project
	Planning to gather information	Unit project
3.2 Select and process	Accessing information	Sessions 1, 2 and 3 and unit project
	Evaluating sources	Session 3
3.3 Organize, record and evaluate	Evaluating information	Sessions 2 through 10 inclusive
3.4 Share and review	Sharing ideas and information	Interactive role-plays throughout unit and final project

GENERAL OUTCOME 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.
Students will:

Specific Outcome	*Description*	*Own Your Zone*
4.1 Enhance and improve	appraising own and others' work	interactive role-plays, small group and class discussions throughout unit and final project
	enhancing artistry	interactive role-plays throughout unit and final project
4.2 Attend to conventions	attending to grammar and usage	Interactive role-plays, small group and class discussions, written assignments throughout unit and the final project
4.3 Present and share	presenting information	interactive role-plays, small group and class discussions throughout unit
	enhancing presentation	interactive role-plays, small group and class discussions throughout unit and the final project
	using effective oral and visual communication	interactive role-plays, small group and class discussions throughout unit and the final project
	demonstrating attentive listening and viewing	entire unit

GENERAL OUTCOME 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.
Students will:

Specific Outcome	*Description*	*Own Your Zone*
5.1 Respect others and strengthen community	using language to show respect	entire unit
5.2 Work within a group	co-operating with others	group work throughout unit
	working in groups	entire unit
	evaluating group process	opportunities for such evaluation throughout unit

Social Studies
SKILLS AND PROCESSES FOR GRADE 7
Students will:

Specific Outcome	*Description*	*Own Your Zone*
7.S.1 Develop skills of critical thinking and creative thinking	distinguishing fact from opinion	Sessions 1, 2 and 3
7.S.2 Demonstrate skills of conflict resolution, cooperation and consensus building	proposing strategies or options to solve problems and class discussions	interactive activities, role-plays, small group throughout unit and unit project
	identifying and using a variety of strategies to resolve conflicts peacefully and fairly	interactive activities, role-plays, small group and class discussions throughout unit and unit project
	participating in and predicting outcomes of problem-solving and decision-making scenarios	Session 5 introduces and provides practice of a decision-making model, interactive activities, role-plays, small group and class discussions throughout unit and unit project
	generating and applying new ideas and strategies to contribute to problem solving and decision-making	entire unit
	assuming a variety of roles and responsibilities in groups	group work throughout entire unit
7.S.4 Communicate effectively	making reasoned comments relating to the topic of discussion	small group and class discussions throughout entire unit
	eliciting, clarifying and responding appropriately to questions, ideas and diverse points of view in discussions	small group and class discussions throughout entire unit
	using skills of informal debate to persuasively express differing viewpoints regarding an issue	small group and class discussions throughout entire unit
	communicating in a persuasive and engaging manner, through speeches, multimedia presentations, written and oral reports, taking particular audiences and purposes into consideration	unit project and role-plays
	interacting with others	entire unit

Social Studies
SKILLS AND PROCESSES FOR GRADE 7 (continued)
Students will:

Specific Outcome	*Description*	*Own Your Zone*
7.S.5 Develop skills of media literacy	examining techniques used to enhance the authority and authenticity of media messages	Sessions 3 and 4
	detecting bias on issues presented through the media	Sessions 3 and 4
7.S.6 Use the research process to complete an inquiry	developing a position supported by information gathered in answering a research question or issue	Session 3
	assessing the validity of information based on context, bias, source, objectivity, evidence or reliability	Sessions 3 and 4

DRAMA
GOAL 1: To acquire knowledge of self and others through participation in and reflection on dramatic experience.
Students will:

Objectives	*Concept/Skill/Attitude*	*Own Your Zone*
Develop a positive self-image	Attitude	entire unit is about being true to one's self —*Own Your Zone*
Develop self-confidence	Attitude	entire unit encourages knowing one's values, making good decisions and learning refusal skills
Extend the ability to think imaginatively and creatively	Skill	role-plays, small group and class discussions throughout unit and unit project
Extend the ability to explore, control and express emotions	Skill	role-plays, small group and class discussions throughout unit and unit project
Develop the willingness to make a decision, act upon it and accept the results	Attitude/Skill	Session 5 presents and provides practice for a decision-making model while the entire unit reinforces this
Develop a sense of responsibility and commitment	Attitude	entire unit
Develop the ability to initiate, organize and present a project within a given set of guidelines	Skill	unit project
Develop the ability to understand, accept and respect others – their rights, ideas, abilities and differences	Attitude/Skill	group work, small group and class discussions and role-plays throughout unit
Develop the ability to offer and accept constructive criticism	Attitude/Skill	role-plays, small group and class discussions throughout unit and unit project

GOAL II: To develop competency in communication skills through participation in and exploration of various dramatic disciplines.

Students will:

Objectives	*Concept/Skill/Attitude*	*Own Your Zone*
Develop the body and voice as tools of communication	Skill	role-plays, small group and class discussions throughout unit and unit project
Develop the ability to give form or expression to feelings, ideas and images	Skill	role-plays, small group and class discussions throughout unit and unit project
Develop belief in, identification with, and commitment to a role	Attitude	role-plays and unit project

LEARNER EXPECTATIONS

Movement	Session 7 deals with using physical relaxation techniques effectively
	Role-plays in session 5 use "freezing of movement"
Speech	Ad-lib role-plays in sessions 2, 5 and 6 and the unit project give opportunities to speak spontaneously, use storytelling techniques, listen effectively and to use volume appropriate to the situation.
Improvisation/Acting	Ad-lib role-plays in sessions 2, 5 and 6 and the unit project give opportunities for creating experiences; creating and telling a story spontaneously; communicating a clear beginning, middle and end in spontaneous and planned scenes; and making logical choices within the boundaries of situation and character.

Appendix B

OWN YOUR ZONE UNIT TEST

Name: _____

Division: _____

Part 1 – /30 marks

Define or give an example of each of the following *refusal strategies*

a. Clear sign

b. Traffic circle

c. Diversion

d. Tailgating

e. Drive at the truth

f. Green light, red light

Part 2 – /10 marks

Identify what kind of an appeal (emotion, trust or intelligence) is used in the following ads:

a. _____ More than 40,000 people die each year of smoking-related illnesses in Canada.

b. _____ This is your brain – this is your brain on drugs.

c. _____ Doctors and scientists agree that smoking can kill you.

d. Design an ad that uses one of the following appeals:
Trust Emotion Intelligence

Indicate which one you are targeting.

Part 3 – /10 marks

Explain two stresses you have and what you could do to relieve the stress in each situation?

1.

2.

Part 4 – /19 marks

WHOA! – How to work through problems or conflict?

Wait *Have a brain* *Options* *Action*

Explain how you would use the steps in the WHOA! decision-making model to decide your response to the following:

Situation: You are at a party and two friends offer you a beer.

1. ***Wait*** – Put on the brakes

2. ***Have a brain*** and figure out what your conflict is. Explain the conflict you would have in this situation.

3. ***Options***: List your options for solving your problem and all the possible things that might happen if you make each choice.

   Option 1. What might happen:

   Option 2. What might happen:

   Option 3. What might happen:

4. ***Action***: Choose the option that you feel will lead to the outcome you want most and will help you take the right action.

Part 5 – /23 marks

Multiple Choice

Please use the answer sheet provided at the end of this test.

1. Almost half of current or former smokers in Alberta smoked their first entire cigarette between which ages?
   a. 12 and 15
   b. 14 and 17
   c. 16 and 19

2. Which of the following does steady drinking do for a person?
   a. reduce your tolerance to alcohol
   b. reduce your defences against contagious diseases
   c. reduce your appetite

3. Albertans are most likely to say they gamble
   a. for fun
   b. to win money
   c. as a challenge

4. Which of the following is true:
   a. Young Albertans are among the heaviest gamblers in North America.
   b. Young male Albertans are among the heaviest drinkers in Canada.
   c. Young female Albertans are among the heaviest smokers in Canada.

5. Which of the following is poisonous and should never be consumed by anyone?
   a. methyl alcohol
   b. ethyl alcohol
   c. ascorbic acid

6. About how many deaths in Canada related to tobacco in 1995?
   a. 15,000
   b. 25,000
   c. 35,000

7. In addition to possibly increasing your strength, steroids can, if used over a long period,
   a. increase your blood pressure, cholesterol levels and acne
   b. slow down your nervous system, reduce your appetite and give you headaches
   c. cause you to gain an abnormal amount of weight

8. Adolescents with gambling problems are more likely than non-problem gamblers to be
   a. frequent and heavy drinkers
   b. smokers and users of cannabis
   c. all of the above

9. Can coffee and cold showers help reduce the effects of a hangover?
   a. Yes
   b. No
   c. It depends

10. A common reason people use drugs is
   d. to punish themselves
   e. to seek adventure
   f. to change the way they feel or think

11. How many different chemicals does cigarette smoke contain?
   a. 40
   b. 400
   c. Over 4,000
   d. It depends on the mildness of the cigarette

12. In addition to increasing your alertness, caffeine:
   a. worsens your mood
   b. raises your blood pressure
   c. increases your appetite

13. Alcohol and other drugs are used by
   a. younger, wealthier Albertans
   b. older, less wealthy Albertans
   c. Albertans of all ages and social classes

14. Do "light" cigarettes deliver less carbon monoxide, nicotine and tar than regular cigarettes?
   a. Yes
   b. No

15. In addition to a rush of energy and hallucinations, the drug Ecstasy may give you
   a. nausea, anxiety attacks and blurred vision
   b. headaches, dizziness and reduced sense of touch
   c. improved powers of concentration

16. Three things that successful advertisers appeal to are:
   a. your eyes, your ears and your nose
   b. your head, your heart and your trust
   c. your vanity, your greed and your envy

17. Which of the following are *not* major life areas that could be affected by drugs or gambling?
   a. your home, your health and your schoolwork
   b. your relationships, your finances and your legal status
   c. your TV viewing habits

18. Which is a more effective way to say no to drugs and gambling?
   a. pretend drugs and gambling don't exist
   b. try to anticipate risky situations and have your answer ready
   c. hang out with people who don't know anything about these things

19. Which of the following can help build up your resistance to the risk of using drugs or gambling?
    a. managing your stress
    b. keeping busy with lots of activities
    c. avoiding contact with people you think might lead you to those areas

20. A workable decision-making model to avoid possibly unhealthy situations is:
    a. GO: Generate ideas, Organize thoughts
    b. WHOA: Wait, Have a brain, Options, Action
    c. YIELD: Yes Is Every Lad's and Lass's Dilemma

21. Which is a more effective way to say no to addictions?
    a. Associate only with people you know are "clean."
    b. Read up on all of the possible negative effects of addictions until you are ready to swear off all substances and gambling.
    c. Figure out what you want out of life, and how drugs and gambling might mess that up.

22. Which of the following is the best thing to take from the role-plays we did in class?
    a. It helps to know what is going on in other people's heads.
    b. It helps to be prepared for risky situations.
    c. It helps to be careful who you hang out with.

23. If you had to summarize the skills you have learned, which comes closest?
    a. being disciplined
    b. taking control
    c. knowing yourself

Part 6 – /8 marks

True or False

Please use the answer sheet provided at the end of this test.

____ 22% of Albertans aged 12-19 do not drink any alcohol.
____ Almost 3 out of every 4 Albertans aged 12+ are non-smokers.
____ Approximately 85% of smokers start before their 16th birthday.
____ Tobacco causes 5% of all deaths in Canada.
____ In 2000, more than 8000 Albertans had their driver's license suspended as a result of drinking while driving.
____ About 85% of Albertans aged 12-17 don't use cannabis.
____ About one-third of Albertans aged 12-19 are daily tobacco users.
____ More than 3 out of every 4 Albertans aged 12-17 have no gambling-related problems.

Multiple Choice and True and False Answer Sheet: Part 5 and 6

Multiple Choice

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____

Total: ____ */23*

True and False

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Total: _____ */8*

Event Planner

5 steps to planning your *Own Your Zone* celebration

1. *Eyes on the prize*
2. *Charting your course*
3. *Choosing your crew*
4. *Putting up the signs*
5. *Moving right along*

If you want to plan and promote a special event or activity to celebrate your continued success in owning your zone, this planning guide is for you. It may also be useful to help you plan other events at your school or in your community.

The success of any special event, be it for raising money or raising spirits, depends on how well it is organized and promoted.

This booklet will take you through a simple five-step process to help you plan your celebration, and list some suggestions for an event to help you raise school spirit, awareness, support and funds – suggestions to spark your own brilliant ideas. A blank poster is enclosed for your use or inspiration.

As you work through the planning stages of your special event, store all those bits of paper and lists that you always end up collecting in one place. Then, file it all away for future organizers to use at another *Own Your Zone* celebration down the road, or other future event at your school or in your community.

We wish you the best of luck!

AADAC

Own your Zone

1 Eyes on the prize

When deciding on what to do at your celebration, it's important to set a goal. If it's to raise money for a worthwhile cause, how much do you need? Is your goal to educate, provide entertainment or both? For example, let's say you want to celebrate owning your own zone by raising $500 to donate towards youth programs at the local YMCA or YWCA. If there are 100 students in your school, that means they each have to cough up at least $5 each. Too much to ask? Then consider something that will involve your town or community.

Develop your idea further by considering the following:

Who do you want to participate?
Will your event be for students or open to the community? Appeal to the group you want to participate. For example, you wouldn't sell ties to students, who tend to dress more casually. That idea might work better in a local shopping mall.

How much money do you have to work with?
Check your school budget. Some activities require material purchase or deposits. For example, to book a D.J. for a school dance, or a dynamite speaker for a conference, you may need some upfront money to pay their expenses.

Who can help you come up with a good idea?
Get together a bunch of people to brainstorm for ideas. Be open to all ideas and write down everything. Discuss the ideas as a group and weed out the ones that you can't afford or won't have school support for. When you're down to two or three ideas, everyone should vote to pick a winner.

2 Charting your course

Once you've got a workable idea, make a four-part plan. Here's an example:

a) Project goal
This is a statement of what you want to achieve (for example, to raise $500 to donate to youth programs at your local Y).

b) Project description
This also gives the date, time and location. For example:

Saturday car wash
The student union will hold a car wash at Westgate Mall. Small car washes will sell for $2 and large cars for $3. Three eager students will wash each car. Proceeds go to youth programs at the Y.
Dates: April 9 and 16
Time: 9:00 a.m. to 5:00 p.m.
Location: Grandview Service Centre parking lot, east side of the mall.

c) Materials needed
This determines whether your school is equipped to handle the event, or whether you need to buy more stuff. For example:

- 10 buckets
- 20 boxes of soap
- 15 sponges
- paint and brushes
- cashbox and $50 float (money for making change)
- table

d) Budget
A budget lets you know if you can afford the event. If your upfront costs are high, consider the risk of not raising enough money to cover costs.

Material	*Cost*
10 buckets @ 1.50	15.00
20 soap boxes @ 1.30	26.00
15 sponges @ 0.50	7 50
Paint and brushes	10.00
Table supplied	0.00
Float	50.00
Subtotal	**158.50**
Total cost (less float)	**$108.50**

3 Choosing your crew

Selecting a dependable team is crucial in planning a successful celebration. Each person is responsible for one area, and an overall event coordinator (the head honcho) keeps everyone on track.

For example, if you were planning a school dance, the following areas could require an organizer:

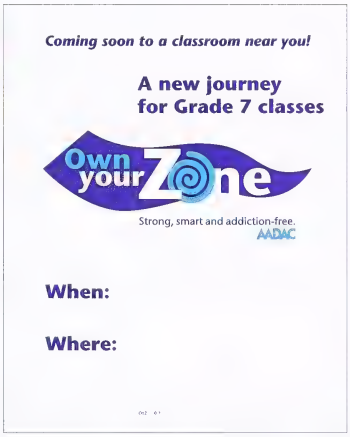
- entertainment
- set-up/cleanup
- ticket sales
- promotions
- decorations

Now, who's going to do what and when? Put together a list of all the jobs that need to be done. List them in order of when they should be completed, and assign a person and a deadline to each task. When you're doing this, try to match people's talents and skills with the different tasks. Keep in mind their strengths and what they can bring to the project. For instance, if one of your team members is hopeless at math but a genius at art, you wouldn't put him or her in charge of ticket sales! Put that creativity to work on organizing the decorations.

After everyone's been assigned their tasks, the head honcho should follow up before, during and after your celebration to make sure all those important details have been covered. *(See the checklist on page 7 of this booklet.)*

4 Putting up the signs

Promotion can make or break an event. After you've developed a solid plan, you must sell your idea! How you do that depends on the number of people you want to attract, whether you promote it outside your school and what resources are available. Here are some affordable ideas:



Posters
If you'd rather do your own posters than use the sample provided, get some people to create them. Or convince an art teacher to have the art class do them. Or to broaden your support, hold a poster contest.

Announcements
Ask your principal for permission to read a creative announcement (with music, if possible) over the intercom. If you do a series of announcements, you'll build up more excitement.

Displays
Set up an eye-catching display in the school's display case, window or library.

Flyers
Get an art student to design a flyer and, if your budget permits, photocopy it and hand it out during lunch hours.

School newspaper
Though not every school has a regular newspaper, some have small papers or daily bulletins to send information to students. This is a great way to promote your celebration.

Public service announcements
Community radio, television and newspapers are usually willing to contribute time or space to a good cause. Tell their news departments about your celebration and ask if they'd be willing to give you some free publicity.

Community newsletters
Consider contacting community service clubs who publish a regular newsletter. They might mention your celebration in an upcoming issue.

5 Moving right along

Generally speaking, if your planning is good, things should run smoothly during your celebration. However, something can and usually does happen which causes you to break into a mild sweat! Remember, no plan is foolproof. Your M.C. can get food poisoning the night before. Someone might forget to deliver something. It might to rain cats and dogs an hour before your car wash is to begin.

Your best defence against these heart-stopping moments is organization. Here are a few pointers to keep in mind:

Do as many things as possible before the day of the event.
This will save you from running around like a headless chicken. For example, go shopping for prizes before the morning of your celebration. Check those extension cords and make sure they work.

Have a back-up plan.
This will allow you to switch gears if something goes very wrong. If it's pouring rain the day of your fundraising car wash, Plan B would have you reschedule it for next Saturday.

Recruit some extra helpers.
These are people you can call on for help if a volunteer gets sick or doesn't show up. Extra helpers can also fill tight spots which you may not have foreseen, like adding another pair of hands to take tickets from the hordes at the door.

Call a meeting on the day of the event.
Get all your volunteers together hours before show time. Go over everything and make sure everyone knows what they should be doing. Check your supplies to ensure everything is in order.

Delegate, delegate, delegate.
If you are the head honcho, you may be tempted to do everything yourself when little problems start cropping up. Don't. Have several able-bodied assistants whom you can rely on to help you. Teamwork is the key, and everyone will enjoy themselves a lot more if they're actively involved.

When your celebration is over, call a meeting of your team.
Together, evaluate the success of your event. This will depend on how well it was planned and how efficiently it ran. Use the worksheet at the end of this booklet to help your group's effort. Keep it filed for organizers of future special events. They'll be able to learn from both your successes and mistakes!

Ideas for our celebration

Own your Zone

Spirit-raising

These ideas can help boost school spirit, and hopefully create a positive atmosphere for all students to own their zone.

1. Birthday bulletin board
Dedicate a special area of the school to post daily birthday greetings to students (and staff?).

2. "Fuzzygrams"
Organize a personalized delivery service that students can use to send warm and fuzzy messages to a special person.

3. Youth challenge days
Send out a challenge to the whole student body to take action on a certain theme (e.g., "Winners are losers who tried one more time").

4. Dress-up days
Encourage everyone (staff and students) to dress for the "Nifty Fifties" or the "Dirty Thirties," etc.

5. Valentine's Day
Organize a "candygram" or rose delivery service.

6. Top ten music breaks
Negotiate some air time on the school PA system in the morning or at breaks to play music or to give a positive thought for the day (e.g., "Happiness is not a station you arrive at, but a way of travelling").

7. Positive attitude contest
Recognize students in the school with the most positive and inspiring outlook on life.

Awareness-raising

These ideas can help you help others learn more about important issues in their major life areas, and put them in a better position to own their zone.

1. Discussion and workshop
Ask students what they would like to see addressed in a workshop and arrange for a resource person (a counsellor, teacher, parent, outside professional or panel) to help lead a discussion on that subject. Some possible topics are:

- making decisions
- handling peer pressure
- communicating with parents
- overcoming shyness
- dealing with stress
- building confidence
- recognizing signs of suicide
- recognizing when someone is in trouble with alcohol, drugs or gambling
- living with a parent who drinks too much
- teenage pregnancy
- AIDS
- career choices
- teens and the law
- dealing with physical or sexual assault

2. Awareness week
Choose a topic and organize an awareness week. Possible activities might include:

- film festivals
- displays
- poster/essay contests
- speaker series
- dance marathon
- challenge games ("Celebrity Squares")
- drama class presentations
- student competitions ("Reach for the Top" contest)

3. Career corner
Set up an area for students to get up-to-date information on careers, educational institutions, training opportunities and such.

Support-raising

These ideas can help you help other students in need, and improve their environment and by extension, their ability to own their zone.

1. Orientation program
Organize a group of students who are willing to speak to younger grades in feeder schools about the transition to junior or senior high. Topics might include what to expect on the first day, finding your way around the school, the programs available, making new friends, and the like.

2. Buddy system for new students
Arrange for someone to show around new students coming into the school, introduce them to other students, explain the programs available in the school and the like.

3. Peer support program
Talk to the school counsellor about forming a Peer Support Group in the school. Please contact AADAC for more information on how you can set this up.

4. Student centre
Raise funds towards the development of a student centre or drop-in lounge.

5. Peer tutoring program
Organize a program where students can coach each other.

The program may be designed to improve marks in a particular course, general study skills or sports and general athletic ability.

Fund-raising

These ideas can help you raise money for a worthy cause and help others take more ownership of their zones as well.

1. Fashion show
Assemble a selection of clothes and recruit school volunteers to model in a fashion show.

2. Dance marathon
Recruit a group of people who enjoy dancing to participate in a dance marathon. They will solicit pledges toward each hour danced.

3. Penny lines
Challenge all classes to a contest to see who can form the longest line of pennies. You keep the pennies for your fundraiser.

4. Car washes
Find a busy location with enough water hook-up facilities and dive into the car-wash business.

5 Car rallies
Organize a scavenger hunt by bike or other mode of transportation.

6. Drama production/concerts
Make use of the talent at your school. Invite the community to enjoy special student performances and charge for admission.

7. Poster contest
Invite students to design a poster which represents the *Own Your Zone* theme. You can charge for entries and/or for admission to view entries.

8. Arts/crafts sale
Collect student-made master-pieces and sell them in the community.

9. Field trips
Organize an after-school or weekend day trip to an area of interest to students. Set a price based on your expenses plus the amount of profit you want to generate from each student.

10. Noon-hour auctions
Approach local retailers and ask for a donation of their product or service to auction off to students.

11. Doughnut sale
Find a bakery that makes large doughnuts, negotiate a volume price, and sell them to students for a reasonable profit.

12. Pancake breakfast
Recruit your cafeteria cook and do some pancake-making.

13 Holiday "candygrams"
Buy candy symbolic of an upcoming holiday and run a candygram service with a personalized message.

Checklist

Checklists can be a great help. Here's one that will help you keep things on track.

Before our celebration
Have we:

- set a clear goal (to entertain, educate, raise money, raise spirits, etc.)?
- looked at a lot of different ideas for reaching this goal and chosen the best one?
- determined who we want to participate? (target group)
- figured out how much money:
  a) we need up front?
  b) we stand to make (or lose) in the end?
- made a list of all the material and people we need?
- formed a team of organizers and used each person's strengths to our best advantage?
- assigned jobs to everyone and dates when the work is to be done?
- checked back from time to time with the organizers to make sure there were no problems?
- checked to see if the word is getting around about our event?
- recruited extra volunteers to help on the day of the event?
- developed a backup plan, in case something goes wrong?

On the day of our celebration
Did we make sure that:

- we called an organizers' meeting in the morning?
- all volunteers understand what they are supposed to do and when?
- everything is set up by the required time?
- all necessary materials and supplies are where they should be (food, tickets, paper, pens, etc.)?

After our celebration
Have we set some time to meet as a team and evaluate the success of the event?
Have we made sure that:

- everything's been cleaned up?
- everyone's been thanked?
- all borrowed items have been returned?

Event evaluation

Own Your Zone Celebration

Organizer(s):

Purpose of event: Celebrate our continuing to "own our zone."

Date:

1. How close did we come to achieving our goal?

1	2	3	4	5
Not even close	*A fair try*	*Good*	*Right on target*	*Exceeded our wildest dreams*

2. How well did we follow our five-step plan?

1	2	3	4	5
Not at all	*A little*	*50/50*	*Most of it*	*Exactly*

3. How organized was everyone on the day of the event?

1	2	3	4	5
Like headless chickens	*A few had it together*	*50/50*	*Very organized*	*Like a finely tuned machine*

4. What was the turnout like?

1	2	3	4	5
Rock-bottom	*Nothing to brag about*	*We're satisfied*	*Really good*	*Fantastic – we're a hit*

5. How good was the promotion of the event?

1	2	3	4	5
Poor– no one heard about it	*Fair*	*Good*	*Very good*	*Excellent – everyone knew about it*

Now add up your score!

Rating scale
Under 10: *Your planning needs improvement. Using this plan more carefully will help.*
10-15: *Good, but sounds like you might have missed a step!*
Over 15: *Great work! Keep it up and work on those lower-scored areas.*

How could we have improved the event?

Would we repeat this event again? ***Yes*** ___ ***No*** ___

Why/why not?

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